

UNIVERSITY OF LIVERPOOL

Investigating the management of gender equality within UNDP/UNFPA country offices in Jordan and Egypt

A Frame Analysis approach

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To God almighty who gave me all the abilities to start and finish this work

To my first and best educators in my world, my father Ma'tasem Qursha and my mother Salwa Qaitouqa

To my brother Faridon Qursha and sister Saba Qursha and their families who always supported me in every possible way.

To my best friend, fiancé and very near future wife Dina Abida who stood by me and always made things possible when they seemed impossible

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Abstract

This thesis is a qualitative frame analysis approach investigating gender equality management in UNDP/UNFPA country offices in Jordan and Egypt. Moreover, this thesis conducted Nvivo (8) as an assisting approach in the analysis. Unlike other gender equality studies, this thesis is taking gender equality further than gender mainstreaming and equal opportunities and diversity. The systematic approach of the thesis is based on analyzing three sets of data, gender equality country analysis of Jordan and Egypt, UNDP/UNFPA perspectives of managing gender equality through selected policy reports, and finally the perspectives of the participants working within these offices towards managing gender equality. The field work consisted of nineteen semi-structured interviews in the selected country offices. The study limitations are centred on the researcher identity as an outsider of the UN and on the very limited literature on gender equality management especially within the UN. Alongside producing academic literature, this thesis suggested a systematic understanding to managing gender equality in UNDP/UNFPA selected country offices.

Keywords: Gender equality management, equal opportunities, diversity, frame analysis, systematic understanding, United Nations.

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Chapter One: Introductory chapter

1.1. Introduction

This thesis is a qualitative frame analysis approach which aims to investigate the management of gender equality within the United Nations development programs which will be referred to as (UNDP) and United Nations funds for population activities (UNFPA) country offices in Jordan and Egypt.

“Gender equality is not only a goal in itself, but a prerequisite for reaching all the other international development goals, including the Millennium Development Goals.”

UN Secretary-General Ban Ki-moon’s remarks at the inter-agency event to mark

International Women’s Day: "Investing in Women and Girls", in UNDP, (2008)

The ongoing approaches and practices of how gender equality is managed within the UNDP and UNFPA country offices in Jordan and Egypt will be investigated through conducting analysis based on three main stages. The three stages will consist of analysing gender equality in Jordan and Egypt as a first stage, then analysing gender equality management approaches in UNDP/UNFPA policy reports as a second stage and finally analysing participants’ perspectives working in UNDP/UNFPA country offices in Jordan and Egypt where semi-structured interviews were conducted to gather the participants’ perspectives.

It is vital to make clear that this PhD thesis is concerned with gender equality management not with gender relations or gender inequalities and violations. Verloo and Lombardo (2007), Risman (2009), and Verloo (2004) argue that the term gender equality is policy oriented and of a policy nature. Still, it is necessary to give a clear introduction on how gender equality was conceptualised within different policies and discourses. Therefore, chapter three will aim to present the theoretical background of gender equality.

1.2. Statement of the problem

Verloo and Lombardo (2007) and Verloo (2004) argue that gender equality is one of the most influencing tools within development. In this aspect the UN as a leading international organisation in promoting global gender equality has placed gender equality as the third Millennium Development Goal (MDGs).

Verloo (2006) and Stratigaski (2005) argue that the promotion of gender equality is becoming one of the measuring tools of any country development process. Again, the UN has promoted key gender equality concepts and practices such as gender mainstreaming. On the other hand, both gender mainstreaming and academic literature on gender equality within the UN is still limited and under-researched.

Therefore, by considering the above statement, this PhD thesis will aim to take gender equality further to investigate how such a concept is managed within one of the leading organisation in the world through its country offices in Jordan and Egypt.

1.3. Aim of the research

This research will aim to present how gender equality is practically managed and put into practice within UNDP/UNFPA country offices of Jordan and Egypt and

present a systematic understanding of managing gender equality within these country offices. The research will achieve this aim through conducting three stages of analysis; gender equality country analysis of Jordan and Egypt, analysing gender equality management within UNDP/UNFPA policy reports, and analysing the participants' perspectives of how gender equality is managed within their UNDP/UNFPA country offices in Jordan and Egypt.

1.4. How the research started

The researcher's has been always asked how he came to choosing the topic as people will always relate a gender equality research to social studies and women, (Ramazanoglu and Holland 2002). In this research gender equality is researched within the perspective of its management side within UNDP/UNFPA country offices. The researcher is not questioning the existence of gender equality as a social concept he is more concerned with how this vital concept is put into practice when managing the staff working within UNDP/UNFPA country offices of Jordan and Egypt.

The researcher first choice of his potential research was directed towards how international development policies are applied in the Middle East region and how such international policies are communicating to the existing needs in the Middle East. Through the first approaches on reading the available literature on such a topic, the researcher indentified that most of the development policies in the Middle East are focused on gender equality due to the huge potential of such a concept in enhancing the Middle Eastern countries development (Metcalf 2007).

When first the researcher started to review the literature on gender equality he realised that such a concept is already been researched from different perspectives within social sciences (Bohan 1993, Papart et al. 2000 and Risman 2009). Still, when

this concept is needed to be put into practice it is faced with the gap of limited academic background on how gender equality is actually managed.

Therefore, the researcher, with his experience in international development within the Middle East, managerial background and his interest in how gender equality is put into practice, aimed to fill such a knowledge gap and produce research on how gender equality is managed.

Choosing the United Nations was based on choosing the best example of how gender equality is incorporated in development and how gender equality is internationally recognised and supported. Therefore, the UN was considered the leading organisation in the world to incorporate gender equality within international development which includes managing gender equality in the Middle East (Verloo 2004 and Verloo and Lombardo 2007).

1.5. Literature review

The literature review was based on reviewing three strands of the literature. The literature review chapters aimed to lead the reader to understand the background, different perspectives, and the ongoing development of gender equality management within policies and discourses.

In chapter three the role of different theories and approaches in forming and conceptualising the term gender equality is reviewed. Moreover, chapter three presented the first attempts to represent gender equality within policies and discourses through the different feminism movements.

Chapter four discussed how gender equality is managed within different approaches

such as the concepts of equal opportunities and diversity. Both concepts presented different implications and policy issues on how gender equality is managed within the two concepts.

Chapter five reviewed the emergence of gender equality within international policies and discourses focusing on the UN world women conferences which are considered the leading international conventions on gender equality (Stratigaski 2005) and the current EU practices to manage gender equality within its diverse environment. Moreover, at the conclusion section of chapter five, the researcher provides the literature review outcome dimensions which will be focused on within the analysis.

1.6. The Middle Eastern and North African gender equality context (MENA region)

Risman (2009) argues that gender, as other fields within any country, has a structure and it is very important to understand and consider the nature of gender equality based on its diversity. Risman (2009) argues that gender structure influences the individual's understanding and social analysis of many issues. Therefore, gender structure should be a major consideration when looking at, for example, the economic structure or the social structure of a country.

‘Every society has a gender structure, in the same way that every society has an economic structure. The gender structure has implications at the level of individual analysis, in shaping interactional expectations that are at the heart of doing gender and at the institutional level in the organization and policing of social groups.’ Risman (2009:82)

Al Rajihi et al. (2006) and Metcalfe (2007) argue that gender roles and dynamics in

the MENA region are shaped within a traditional gender paradigm.

1. The centrality of the family rather than the individual as the main unit of the society, where both men and women are expected to carry out their assigned duties to the family which roots back in culture and religion.
2. The assumption that the man is the supporter of the family.
3. The code of modesty where the family honour relies on women's behaviour.
4. The unequal balance in the private sphere which leads to unequal balance in the public sphere for women.

1.7. Gender equality within the United Nations context

The UN is a leading organisation in presenting the global promotion of gender equality (Verloo 2004). Gender equality has been a recognised presentation within the UN events, conventions and policy reports. One of the latest global recognitions of gender equality within the UN is the (MDGs) in the year 2000 where the third goal focuses on promoting gender equality.

Hence, the UN contribution to promoting gender equality is dated back to the year 1975 at the first world women's conference which was followed by other world women conferences.

Moreover, the UN reports on gender equality are key resources for gender equality within different fields of the literature (Verloo and Lombardo 2007).

The UN lead in gender equality contributed to such a concept development through the presentation of gender mainstreaming and other gender equality tools through the different policy reports (Stratigaski 2005).

1.8. Research questions

Research questions are focused on revealing how gender equality is managed within UNDP/UNFPA country offices, policy reports and the participants working within UNDP/UNFPA country offices in Jordan and Egypt. Moreover, the research questions aim to reveal if the participants' attributes differ in producing any perspectives regarding managing gender equality within UNDP/UNFPA country offices in Jordan and Egypt. Furthermore, the research questions aim to reveal if cultural dimensions influence managing gender equality. Research questions are detailed in chapter two.

1.9. Methodology analysis

Frame analysis is the methodology used in the analysis of this PhD thesis adopting both critical and strategic framing approaches. Furthermore, Nvivo (8) was used to assist the researcher to analyze the data and to mine the rich and large data.

The analysis of this PhD thesis was based on three main stages. First stage was a gender equality country analysis of Jordan and Egypt in chapter six. This chapter presented the current situation of gender equality in both countries in order to guide the reader to the actual situation of gender equality within the countries where the research field work took place.

The second stage, presented in chapter seven, analysed the management of gender equality within UNDP and UNFPA policy reports and policy documents. This chapter analysed how gender equality management is presented and perceived and what are the practical approaches and guidelines to manage gender equality provided in the analysed policy reports and documents.

The third stage, presented in chapter eight analysed the participants' perspectives on how gender equality is managed in UNDP/UNFPA country offices of Jordan and Egypt. Again, this chapter analysed how gender equality management is presented and perceived by the participants and what are the practical approaches and guidelines conducted in the participants offices.

Through using frame analysis each analysis chapter presented certain frames. Each frame was followed by a discussion and presented with its results.

1.10. Results presentation

Chapter nine is the research results presentation where frames from the analysis chapters and linked to each other to present research results.

Chapter nine presented the recommendations of this research as a systematic understanding of managing gender equality in UNDP/UNFPA country offices in Jordan and Egypt. Such understanding is based on the analysed data in the three chapters of analysis.

Moreover, chapter nine highlighted the study limitations and proposed future research needed.

1.11. Chapters outline

Chapter one: this chapter is an introductory chapter for the thesis.

Chapter two: this chapter presented the methodological approaches of this thesis and how it was conducted using frame analysis approaches. Furthermore, chapter two presented how each chapter of the analysis has been conducted. Moreover, chapter two presented the research position within this thesis.

Chapter three: is the first chapter within the literature review which is focused on the development of gender equality within policies and discourses.

Chapter four: is the second strand of the literature presenting how gender equality is managed within the concepts of equal opportunities and diversity.

Chapter five: reviewed the literature on how gender equality developed within the international policy context.

Chapter six: is the first strand of the analysis where gender equality was analysed in both Jordan and Egypt where this research field work was conducted.

Chapter seven: is the second strand of the analysis where gender equality management was analysed within the UNDP/UNFPA policy reports.

Chapter eight: is the third strand of the analysis where nineteen participants' semi-structured interviews were analysed.

Chapter nine: is the final chapter of this thesis where the different frames from the analysis chapters were linked to each other and the research results were presented addressing a systematic understanding of gender equality management within UNDP/UNFPA country offices in Jordan and Egypt.

Chapter Two: Research methodology

2.1. Introduction

This chapter presents the methodological understandings and approaches of this PhD thesis. Moreover, chapter two is presenting how the researcher did the research.

This PhD is a qualitative based research using frame analysis as the chosen methodology and adopting critical frame analysis and strategic framing approaches. Both approaches were used in presenting different contributions to the results.

Nineteen semi structured interviews were conducted to gather the primary data and a selection of eight United Nations reports were the source of the secondary data. Moreover, qualitative computer analysis software “Nvivo” was used to assist the researcher to analyze and efficiently use the large quantity of data in secondary and primary sources.

2.2. Aim of the research

The aim of the research is to present how gender equality is practically managed and put into practice within UNDP/UNFPA country offices of Jordan and Egypt and present a systematic understanding of managing gender equality within the selected country offices. To clarify more, the research will aim to present how an effective development tool such as gender equality is practically managed in one of the most influential organizations in the world in shaping the meaning of gender equality (Verloo and Lombardo 2007, Verloo 2004) and what are the basic ingredients to take into consideration when managing gender equality in UNDP/UNFPA country offices

in Jordan and Egypt.

2.3. Research position

This PhD position is based on the above aim and identifying the different approaches of managing gender equality management and producing a systematic understanding of gender equality management. This PhD is not questioning the development of gender relations and not measuring gender relations or addressing any of its violations. The research and the researcher are accepting the existence of gender equality within UNDP/UNFPA country offices in Jordan and Egypt. The researcher believes that there is a thin line between the development of gender as a social concept and identifying how such concept is managed from a managerial background within policies and discourses. Therefore, the choice of the research methodology, methods, questions and interpretations will always be linked to the research aim.

In this aspect, the researcher is committed to the international goal of gender equality development as one of the Millennium Development Goals (MDGs) through producing how such concept is better managed.

Again, the research is not investigating gender equality management within UNDP/UNFPA programs, thus, the research is aiming to identify how such leading UN agencies as are managing gender equality in their country offices in Jordan and Egypt.

2.4. Research questions

Onwuegbuzie and Leech (2006) argue that research questions are one of the first systematic approaches in any research where research questions present the practicality within the aim of the study. Therefore, in this PhD, the research questions were based on the research aim. The aim has been mentioned in chapter one and in this chapter above but for a matter of clarity it will be mentioned again:

The main aim of the research is to present how gender equality is practically managed and put into practice within UNDP/UNFPA country offices of Jordan and Egypt. Furthermore, the research will aim to present a systematic understanding of managing gender equality in UNDP/UNFPA country offices in Jordan and Egypt.

Then the affecting aspects on forming the research questions in this PhD were addressed. Creswell (1998) argues that, to an extent; the literature when examined yields dimensions and variables that will indicate what aspects to focus on within the research questions in order to reveal un-clear understandings and enrich the literature and, hence, the results. Please refer to section (5.5) in chapter five regarding the reviewed literature dimensions.

The other affecting aspect was the pilot study of this PhD where five interviews were conducted with UNDP/UNFPA staff to present the scope of the study and refine the research approach and research questions. These pilot interviews gave the researcher an indication on the phraseology to use when interviewing UN staff in order to make questions more clear (Anderson, 2007, Atkinson et al. 2003). Again, the pilot interviews gave the researcher an inside UN understanding which indicated to the researcher aspects to focus on in the scope of managing gender equality within UNDP/UNFPA country offices of Jordan and Egypt. Moreover, the pilot study

participants, advised the researcher on selecting the primary data for this research. Such aspect raised the awareness of the researcher in selecting policy reports which include a review of previous policies of the UNDP/UNFPA.

These indicators presented the different working culture in different UN offices moreover, the different management approaches that are referred to different staff backgrounds.

Based on the above the research questions were formed as the following.

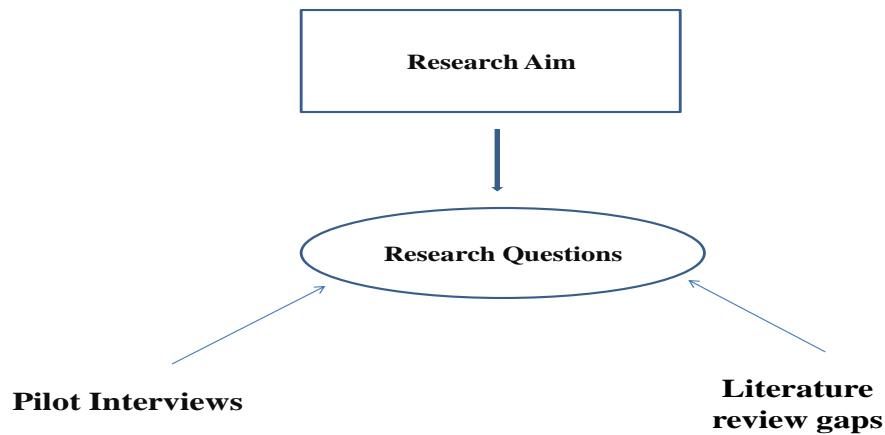
The research questions are;

1. Highlight how gender equality is perceived by the staff working within UNDP/UNFPA country offices in Jordan and Egypt?
2. Highlight how gender equality management is perceived by the UNDP/UNFPA policy reports and internal documents?
3. Does the cultural dimension in different countries affect managing gender equality in these country offices and are these dimensions taken into consideration when managing gender equality?
4. Does different participants' attributes matter in understanding and practicing gender equality management in the offices?
5. What could be seen as practical approaches in managing gender equality in UNDP/UNFPA country offices in Jordan and Egypt?

In a following table (3) will demonstrate how each of the research questions' is reflected upon by the interview questions.

The following figure developed by the researcher present how the researcher formed his research questions.

Figure 1 Forming research questions



2.5. Research design

This research adopts the inductive qualitative approach for this study, following the research interpretivism philosophy, which highlights the participants' experiences of gender equality management. The research strategy uses the case study approach, as the UNDP/UNFPA country offices in Jordan and Egypt will be the targets in which gender equality management will be examined and from where the data will be collected (Saunders et al. 2003, Bryman, 2001 and Bryman and Bell 2003).

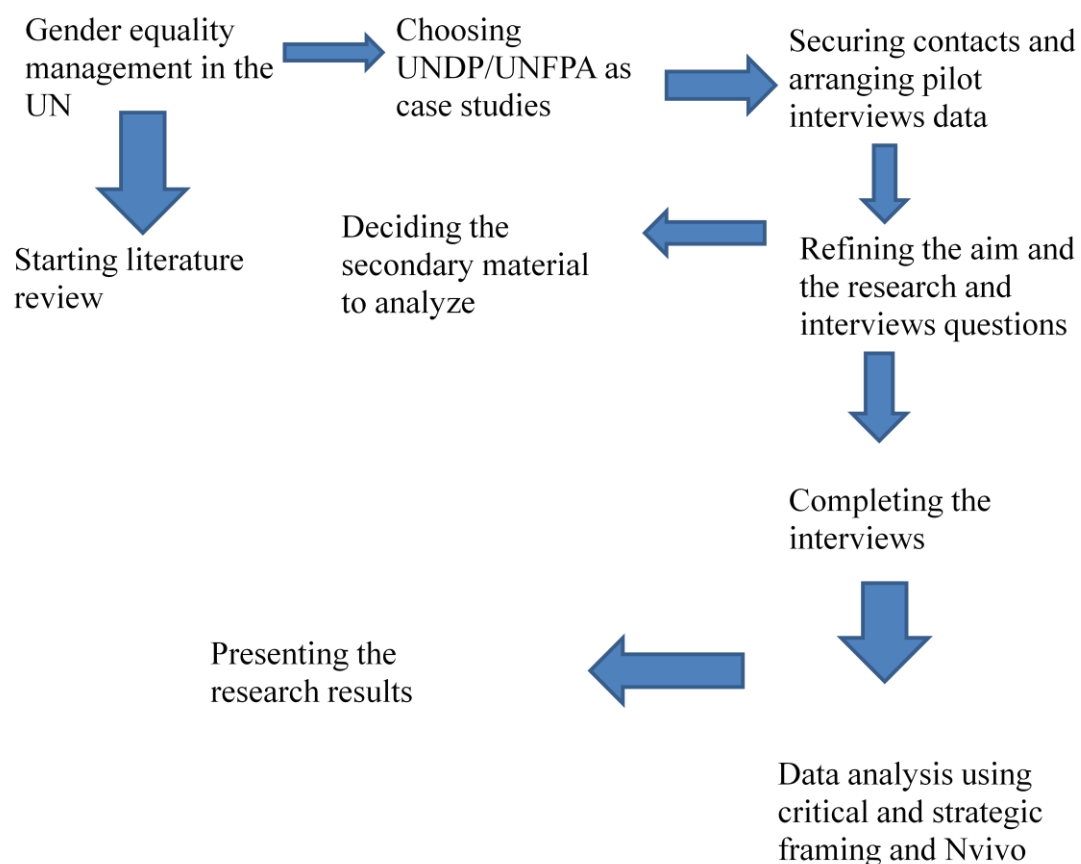
As this thesis is conducted to achieve a PhD, the time horizon for this research is cross-sectional and the researcher is limited by a certain period of time to complete this thesis (May, 1997, Strauss & Corbin, 1998, Easterby-Smith, Thorpe and Lowe 2002, Denzin and Lincoln 1998, Collis and Hussey 2003).

The research started by researching gender equality management within the UN in general due to the vital role of gender equality within international development. Then the research had been narrowed to choosing UNDP and UNFPA country offices in Jordan and Egypt to be the case studies of the UN agencies. The researcher then

started to secure contacts in the chosen country offices to conduct pilot interviews. Based on the pilot interviews the research refined the aim and the research and interviews questions. Again, based on the pilot interviews the researcher decided on the best secondary data to review. The researcher then completed the interviews of the research. The researcher then started the analysis of this PhD thesis using Nvivo to mine the rich and the large quantity of the data, both secondary and primary data. Finally, the research presented the research results based on the analysis of this PhD thesis.

The following is a diagrammatic depiction of the general steps of the research process.

Figure 2 Research process



2.6. Time line

This PhD thesis was conducted through the years (2007-2012). The data collected were within the same years. The primary data was collected through semi-structured interviews with both local and international staff working in UNDP/UNFPA country offices of Jordan and Egypt. Secondary data was based on UN policy reports and internal offices documents, the latest policy reports are published in (2010) or a review of policies report of (2008-2012).

The reason that this section is presented is due to the ongoing changes within the research geographical context where political reforms are taking place within the Middle East and North Africa. Therefore, such reforms might produce different cultural and socio-political dimensions which might affect the results of this PhD thesis. In this aspect, the researcher highlights that a reformation of political discourses or changes in socio-political and cultural dimensions may present different dimensions than that presented in this thesis.

2.7. Research strategies

Semi-structured interviews are the research strategies used to gather the perspectives of the research participants and how they understand and deploy managing gender equality within their offices. Kvale (2007) argues that interviews are one of the best ways to explore and exchange the knowledge between the researcher and the participants. Therefore, the interviews were seen not only as asking certain questions and expecting direct answers it was more as exchange of knowledge; a story telling between the researcher and the participants. Again, the process of conducting the interviews carries different aspects of knowledge stories which will be discussed in section (2.17) of this chapter.

2.8. Research methodology: Frame Analysis

Frame analysis was chosen to be the research methodology of this PhD. The work of Erving Goffman (1974) is the first to come across when reviewing literature of frame analysis. In his work Goffman (1974) and Davis (1975) argue that frames are the concepts that exist and present the reality and our involvement as researchers is to analyse this reality and identify these frames by linking them to produce results. In his quote Goffman (1974) identify frames as "I assume that definitions of a situation are built up in accordance with principals of organization which govern events and our subjective involvement in them; frame is the word I use to refer to such of these basic elements as I am able to identify." Goffman (1974:10).

Gitlin (1980) explains framing process as "selection, emphasis and presentation composed of little tacit theories about what exists, what happens, and what matters." (Gitlin1980:6). Gitlin's (1980) definition of frame analysis is exactly what will take place in this PhD based on the research aim as detailed above in section (2.2) where this PhD will aim to present how gender equality is put into practice and managed and then the research will aim to present a systematic understanding to how gender equality is managed in UNDP/UNFPA country offices in Egypt and Jordan.

Three main tendencies can be discerned in approaches to frame analysis. D'Angelo (2002), Iyengar (1994), Kahneman and Tversky (1986) and Johnson and Klandermans (1995) argue that these tendencies are organizational management studies - a work focused on by Kahneman and Tversky (1986) - social movements' studies; a work focused on by Snow et al (1986), and media studies focused on by Iyengar (1991).

Snow et al (1986) and Snow and Benford (1988), on their work of framing social movements, approached frame analysis based on identifying the consistency between

frames linking two frames or more and identify this relationship between the frames as a contribution to knowledge. This process is called frames alignment where it represents the consistency of frames and bridging frames represent the linkage between the different frames. Such approach by Snow et al (1986) is the basis of Hafner-Burton and Pollack (2000) strategic framing and Verloo and Lombardo (2007) critical framing. This PhD approach of framing gender equality management will follow both approaches of Hafner-Burton and Pollack (2000) and Verloo and Lombardo (2007) in strategic framing and critical framing approaches. Each of the framing approaches will have different contribution to the analysis of this PhD.

2.9. Strategic framing

Hafner-Burton and Pollack (2000) were the first to approach frame analysis from a strategic perspective. They first conducted such an approach in a framing study of the status of gender equality within the European Union (EU) states public policies.

Strategic framing refers to identifying different actors adapting existing policies and frames to achieve their strategic goals. In their study on framing gender equality Hafner-Burton and Pollack (2000) highlighted that strategic framing produces a variety of results. Moreover, strategic framing is of an advantage to the decision making actors where by identifying the different dimensions of a certain frame this will defiantly contribute to effectively using this frame to achieve a strategic advantage (Verloo 2004, Hafner-Burton and Pollack 2000, Verloo and Lombardo 2007).

Furthermore, Hafner-Burton and Pollack (2000) argue that strategic framing distinguishes between frames development, where frames can naturally exist within the text as clear policy frames that can easily be identified through keywords search.

Other frames are identified through strategic search within the text for leading perspectives that contribute effectively to the results and this is what focused on by strategic framing. Again, this kind of frames can be non dominant frames but presenting very effective perspectives within the results. In this aspect strategic framing consist of involving the researcher in terms of the interpretations of the result and in terms if coding the non dominant frames as it is his own judgement to code certain frames or not (Verloo 2004, Hafner-Burton and Pollack 2000, Verloo and Lombardo 2007).

As it has been highlighted, in the aim of this PhD, the researcher is committed to achieving the international goal of gender equality through presenting a systematic understanding of how gender equality is managed within UNDP/UNFPA country offices in Jordan and Egypt. The UNDP/UNFPA are seen as the actors in this research and this framing study on gender equality management based on analysing gender equality management on the three levels of this research, -the country, the organisation and the staff- will hopefully contribute to knowledge and policy makers by presenting a systematic way to manage gender equality. Therefore, this contribution is seen the reflexivity of the researcher by interpreting the results and presenting a systematic understanding of managing gender equality. Strategic analysis highlights the role of the researcher in identifying the problem, present the current situations and provide solutions (Verloo and Lombardo 2007). Thus, the researcher contribution is to provide a systematic understanding on how gender equality is managed within UNDP/UNFPA country offices in Jordan and Egypt.

2.10. Critical framing

Critical analysis was first conducted by Verloo and Lombardo (2007) in their study of framing gender equality in twenty nine EU states. Their critical approach of frame analysis focused on the different framing of gender equality in different countries which is a result of different understandings of gender equality. Moreover, critical frame analysis aims to present the different policies and discourses in presenting gender equality which are based on different variables such as the economical, public policy, educational structures and other structures.

In their study Verloo and Lombardo (2007) aimed to present the different understandings and practices of gender equality which may affect forming a united policy for the EU. Verloo and Lombardo (2007) argued that the concept of gender equality maybe united in its conceptual frame work, still, such a concept varies in its practices and personal understandings. In their study Verloo and Lombardo (2007) argue that the EU gender equality policies and discourses will not be applicable unless such policies addressed the differences in the dimensions of gender equality.

The following quote is from their study defining critical frame analysis “Critical Frame Analysis, the approach adopted in this book, provides the theoretical and methodological framework for studying this diversity within the concept of gender equality through an in-depth analysis of the different dimensions of a policy discourse”, Verloo and Lombardo (2007:31).

Verloo and Lombardo (2007) definition of frame analysis is presenting one of the understandings of this research presenting the different understandings of gender equality management, either between Jordan and Egypt or between the different participants attributes working within UNDP/UNFPA country offices in Jordan and

Egypt.

In both strategic framing and critical frame analysis, both approaches focus on linking frames to each other following the frames alignment process to produce a set of results that can be related back to different frame connections. Again, this is where the researcher reflexivity appears the most, where it is down to the researcher to justify the different frames linkage which led to a certain result (Hafner-Burton and Pollack 2000, Verloo and Lombardo 2007).

2.11. Frame analysis limitations

Verloo and Lombard (2007) argue that the main limitation of applying frame analysis in the research appears in its lack of practicality in addressing certain techniques. In this aspect, frame analysis relies on other methodologies and techniques such as discourse analysis and grounded theory techniques. The following is a quotation from Verloo and Lombard (2007) supporting the above argument;

“Frame analysis employs elements from grounded theory, a methodology that includes the analysis of words and sentences regularly repeated along the text, of words in their context, of dimensions of ideas implicit in the texts, and of how ideas are organized in different positions within these dimensions.” (Verloo and Lombardo 2007:35).

Therefore, the practicality of applying both approaches of frame analysis in this PhD thesis is most seen within identifying the aim and the coding process of each of the analysis chapters. Verloo and Lombard (2007) argue that due to the limitations of presenting the actual application of frame analysis, defining the aim and the coding process are the most noticeable approaches. Therefore, the researcher in each of the

analysis chapters defined the aim of the chapter as a first step. Again, the coding process is the more practical approach of interpreting the aim, in the case of critical framing the researcher focused on coding the diverse views of gender equality whereas in the case of strategic framing the focus was more on the different approaches of managing gender equality and its reflections on the goals of the UNDP/UNFPA.

A clear limitation within frame analysis is that frame analysis is not clear in terms of how frames emerged. To overcome such limitation, the researcher conducted Nvivo (8) to systemise the occurrence of frames. Moreover, the researcher adopted coding criteria and developed his own criteria in coding which led to framing, such approaches are provided in section (2.19.1, 2.20.1, 2.22). Again, this PhD thesis distinguishes between frames in terms of their natural existence or frames driven by the researcher's strategic consideration of non-dominant frames as it is in strategically frame analysis.

Again, the taxonomy of frames is one of the limitations of frame analysis. Snow et al (1986) and Verloo and Lombardo (2007) and Verloo (2004) address that frames exist within the reality and identifying these frames is down to the knowledge applied in doing so. Again, in frame analysis, the occurrence of frames is not the only method to address a frame; it is as well, the value of a perspective within the data that could be framed. The following is a quotation from Verloo (2004) addressing the taxonomy of frames;

“The methodology developed within MAGEEQ attempts to overcome these problems by analysing dimensions of frames rather than constructing typologies of frames (see below). These dimensions allow for a comparable description of various positions. We start from the assumption of multiple, potentially contradictory frames, we do not

search for dominant frames necessarily. Parallel to the use of the verb-forms like gendering, labelling and coding to emphasise change and the handling of change we look at framing rather than at frames.” (Verloo 2004:8)

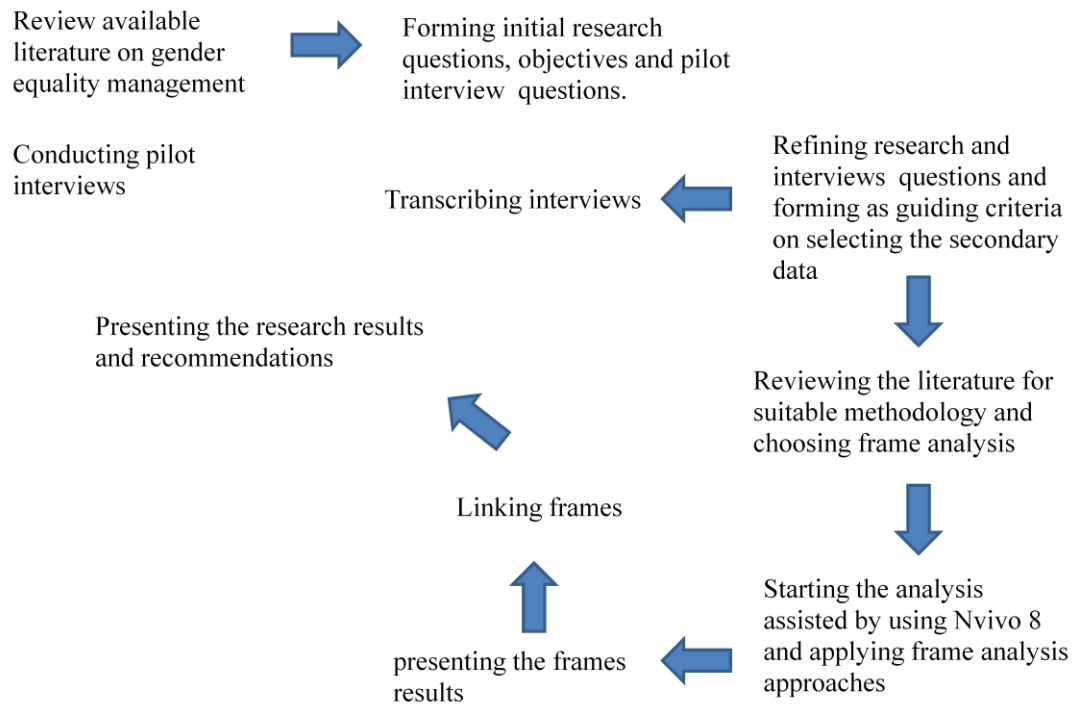
2.12. The research process

This section will aim to present a detailed view on how the researcher conducted his research and what were the practical steps taken to come up with results of this PhD.

In the first stages the researcher started to review the viable literature on gender equality management in policies and discourses and such a concept is looked at from an international context and especially within the UN written materials. At this stage, and having secured contacts in UNDP/UNFPA the researcher decided to conduct pilot interviews to make sure that his research questions and objectives are within track. Having conducted the pilot interviews the researcher refined his research objectives and interviews questions. Moreover, the researcher built selection criteria on what secondary data to select based on the discussion with participants in the pilot interviews. Then the researcher started to transcribe his interviews and review the literature on suitable methodologies to analyze the data gathered. The researcher chose frame analysis based on similar studies within managing gender equality. The researcher then started his analysis assisted by using Nvivo to mine the rich and large data gathered. After starting the analysis the researcher then presented the frames results. Following approaches of frame analysis the researcher then compared sets of frames and presented the research results.

The following is a diagrammatic depiction of the researcher own approach in starting his research process;

Figure 3 Analysis process



This PhD analyzed the data on three stages;

1. The country analysis of gender equality in Jordan and Egypt, presented in chapter six.
2. The UNDP/UNFPA perspective of gender equality management, presented in chapter seven.
3. The participants working within UNDP/UNFPA country offices of Jordan and Egypt presented in chapter eight.

The process will be presented for each chapter separately. But first, the following sections will present the process of using Nvivo the computer designed software to analyze qualitative data and the process of conducting the research interviews, transcribing the interviews, interviews challenges, the research participants and the researcher reflexivity.

2.13. Using Nvivo

Nvivo software is a qualitative data analysis tool used to index, search, and theorise text, visual and audio data (Bringer et al. 2004) which allows the researcher to attach memos to each piece of data and every act of analysis. It is considered the second version of the known NUD*IST qualitative analysis tool. Such software was used in this research to store, code, classify and analyse the three sets of data in this PhD.

Although, it is argued by Bringer et al. (2004) that revealing the process of using Nvivo cannot be done without revealing too much of the results as quoted in the following citation of Bringer et al. (2004);

“However, it was difficult to show the process of coding and analysis without revealing too much of the research findings.” Bringer et al. (2004:253)

The process of using Nvivo started by undertaking a four hours one to one online training course by the researcher. Such process may seem time consuming taking into consideration the time followed to familiarise the researcher and his data with Nvivo. Still, such time cannot be compared to the time this software saved the researcher and easy access to the data, the memos and the analysis when needed.

Classifying the three sets of data analysed for this PhD thesis into folders was the next step to follow. The sets of data are;

1. Interviews
2. Country analysis reports
3. UNDP/UNFPA gender equality reports

Each set of data was put into a separate folder and each set of data had its sources uploaded to a separate folder, so all nineteen interviews transcripts were uploaded and

both sets of reports were uploaded on separate folders. At this stage the “source” folder was ready. Then came the stage of defining the attributes of the sources to classify the different attributes of the data. All nineteen interviews transcripts were sectioned into attributes.

The following example table cited from this PhD Nvivo project will demonstrate;

Table 1 Participants attributes in Nvivo

| Interview | Agencies | employee type | gender | offices |
|---|----------|----------------------------|--------|---------|
| 1 : Cases\Interview 1.UNFPA.F.LOC AL.CAIRO | UNFPA | local employees | Female | Egypt |
| 2 : Cases\Interview 10.UNDP.F.INTE RNATIONAL.CA IRO | UNDP | international employees | Female | Egypt |
| 3 : Cases\Interview 11.UNDP.F.CAIR O.LOCAL | UNDP | local employees | Female | Egypt |
| 4 : Cases\Interview 13.UNFPA.F.CAI RO.LOCAL | UNDP | local employees | Female | Egypt |

The attributes were classified as Agencies referring to UNDP/UNFPA; employee status referring to Local/International employee, gender refers to male/female and country office referring to Jordan/Egypt.

Following the above stage came the stage of finding frames within the uploaded

data. Each set of data were read carefully for the first time and a general memo was recorded for the entire report or interview transcript. Then the researcher defined the aim for each set of data which is the same aim of each of the analysis chapters, and then a second reading was conducted in consideration of the current set of data aims. Each idea and note appeared was recorded into a memo for each set of data. A third and fourth readings for each set of data was conducted to find more ideas within the texts. The following step was assigning the gathered memos and ideas to the sections within each set of data. For example ideas on the reflections of education on gender equality were assigned to the related sections in each set of data.

Then came the step of forming introductory frames based on the gathered memos and ideas. Following this step the researcher took a two days gap in order to take his mind away from the ideas and frames so when he got back to the analysis he will not have the same set of mind regarding the formed frames. The researcher then went through the memos and ideas and their linkage to the frames for each set of data based on the memos and ideas. The researcher then identified key words of each of the frames and electronically searched for such keywords within Nvivo, in this case the researcher did not only depend on finding keywords to code data to frames he focused more on reading between the lines and identify any related texts. Still, finding relevant keywords were essential in some cases; for example; the keywords “training” “workshops” “sessions”, the search for such keyword led to every text which include relevant argument regarding training.

Another approach which has been taken into consideration in forming frames based on the generated ideas is the number of references of each idea. This approach is fully conducted by using Nvivo. Through the coding process for each of the perspectives, Nvivo provides the number of coded texts for each perspective and its sources. In this

process Nvivo can give the researcher an indication on how many references a certain perspective has, and such process assisted the researcher when forming the frames. For example the perspective of “different offices” was referenced (13) times while the perspective of gender balance was referenced (33) times.

The researcher then conducted a further reading of each set of data based on the addressed frames and coded further texts to the frames. The researcher then conducted further reading to identify non dominant perspectives still, contributing effectively to the knowledge (Verloo 2004).

After addressing the final frames the researcher started to code the related texts to the addressed frames using Nvivo software. In this case it is efficient to highlight that Nvivo software labels every coded texts and its frames destination and source origin, therefore, any un-coded texts are clear to the researcher and such process forces the researcher to re-read any un-coded texts.

Then came the stage of the analysis. Beside the word frequency, “Queries” application were conducted. The “query” application is an option in Nvivo that can analyse any frame or frames based on one or all defined attributes or by comparing two frames to each other. In this aspect, each frame was put on a “query” relating it to all attributes. For example; in the frame “Staff access to UN materials on gender equality management” a “query” resulted in the following table cited from this PhD Nvivo project

Table 2 Nvivo query table

| | |
|-------------------------------------|---|
| Total of participants in this frame | 8 |
| UNDP | 4 |
| UNFPA | 4 |
| Local employees | 5 |
| International employees | 3 |
| Male | 2 |
| female | 6 |
| Egypt | 8 |
| Jordan | 0 |

Moreover, Nvivo link each coded citation to each of the attributes above. Therefore, when the researcher cites any texts from the uploaded interviews in Nvivo, the interviews will be headed by the interview number, agency (UNDP/UNFPA) gender (referred to as M/F), and employment status (international/local employee). Therefore, the cited interviews are presented as the following;

[<Internals\Interviews\Interview 9.UNFPA.F.INTERNATIONAL.CAIRO>](#) - § 1
reference coded [1.67% Coverage]Reference 1 - 1.67% Coverage

“Other, other units within my organisation who cover other geomantic areas were also asked to develop a framework for their geomantic area in the organisation, and some of them have asked about that experience that we have (inaudible) with my unit which has been rather successful, and others just go about it in their own way, they don’t consult as much with the country level I’m afraid, but I think, I think they should, unfortunately it doesn’t always happen, people sit in their ivory towers in New York and they just think they know better, which is a pity but it happens.”

Further details on how each set of data were analysed and coded will be provided in the following sections where each chapter analysis process is detailed below in a separate section in this chapter.

The reports generated from using Nvivo in this PhD thesis are based on four main

reports;

1. Project summary report: This report is more like a covering page of the Nvivo project. It present the name of the project, what were the main and sub folders of data, how many results appeared and how many frames coded.
2. Source summary report: This report provided the classification of the sets of data and the statistics of each of the data such as the word count, the coding statistics and the coding coverage or distribution among the frame.
3. Node summary report: The node is the frame or the theme which relevant data are coded to its folder. In this report the number and nature of nodes are provided with the number and source of the data coded within it.
4. Coding report: This report provides each set of data and how many references this source provided and how it was distributed among the frame (nodes) and what were the coded paragraphs. Such report assisted the researcher in presenting the results were it presented the most dominant frames and perspectives.

All the above reports are placed in appendix C.

To conclude this section on Nvivo, it is efficient to highlight that Nvivo's main limitation based on Bringer et al. (2004) study on using Nvivo in doctoral researches, is argued that Nvivo can move data from a rich qualitative data to a rigid data that is only interpreted into numbers. Again, in this limitation Bringer et al. (2004) highlight that the researcher will still do the interpretation work as Nvivo does not interpret the data by any means as coded in the following citation from Bringer et al. (2004);

“The researcher must still interpret, conceptualize, examine relationships, document decisions, and develop theory. The computer can assist in these tasks but by no means does the computer analyse qualitative data.” Bringer et al. (2004:249)

2.14. Researcher reflexivity

Reflexivity is the personal contribution of the researcher to his research. In this aspect Nightingale and Cromby (1999) define reflexivity as “Reflexivity requires an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining outside of one's subject matter” (Nightingale and Cromby, 1999:228).

In this research the reflexivity of the researcher will be based on two main aspects;

1. The researcher process of coding, framing and interpretation of the frames
2. The researcher identity role in producing this research

Again, the researcher has a great input in deciding what to code and what not to and how the researcher interpret his data. This was argued by Harding (1987), Oakley (1981) Hall (2004) and Woodward (1997) where they highlighted the reflection of the researcher identity on how the research is carried out, how the research process was conducted and how it reached its conclusions.

The researcher own judgement is most visible when framing non dominant perspectives within the research. Where the researcher interprets this data as an effective contribution that can strategically benefit the UN agency to consider when managing gender equality. An example of that is the “Staff access to UN materials on gender equality management” frame discussed in chapter eight. This frame is a non dominant frame where only eight participants highlighted such issue, again, it did not

have any clear keywords to search for, still, it was decided by the researcher that such frame is a strategic frame that can contribute to managing gender equality in UN agencies.

In terms of the researcher identity, this was visible in two aspects, first through conducting the interviews, and second through interpreting the results (Alvesson and Sköldberg 2000).

Through interviewing the local participants working in Jordan and Egypt country offices of UNDP/UNFPA, participants usually referred to the identity of the researcher being from Jordan and his customisation or understanding to regional culture of the Middle East. Such aspect was seen as an easing element of flowing the conversation with the participant and encourages him/her to add more insights (Broom et al. 2009). An example of that is given through the following citation from one of the interviews;

[<Internals\Interviews\Interview 12.UNDP.F.AMMAN.Local>](#)

“Why? Because, at certain posts employees will have to spend day or two in the field so a women from my culture and this country culture will not morally accept staying away from her family or husband with strange men to her, this what our culture and religion say, and you understand that I presume as you come from Jordan. So other females form different cultures may find that very normal, this is not to do with being respectful to morals but it is a totally different culture and understandings.”

2.15. Interviews

Nineteen semi-structured interviews were conducted with both local and international employees in the UNDP/UNFPA offices in Jordan and Egypt. Semi-structured interviews were chosen to be conducted as they provide in-depth insights on the research and to the researcher (Kvale 1996). Beside its existence within policy discourses, the concept of gender equality exists within participants' experiences and interpretations of social structures, and cannot be revealed by any method that does not include a face-to-face meeting and gathering of anticipated data from participants (Acker et al. 1983).

The approach followed in these interviews was based on exchanging the perspectives between the researcher and the participant in relaxed conversation. Such approach was argued by Kvale (2007) as the traveller's approach where the researcher and the participant meet as travellers and exchange different types of conversations and stories which can provide a diverse range of perspectives.

Before making a final decision on conducting a research on the United Nations as a case study and choosing interviews as the data collection method, contacts were made with potential UNDP/UNFPA staff through sending an email including a consent letter and an abstract of the intended study. All contacts replied positively to the email. In order to identify the most suitable contacts, the researcher assigned 5 interviews as a pilot study with gender specialists from UNDP/UNFPA.

Interviews were conducted at the participants' offices in UNDP/UNFPA country offices in Jordan and Egypt. The interviews were seen as an in-depth chat rather than interrogation (Holstein and Gubrium 2004). Furthermore, a snowballing approach were followed in securing interviews (Strydom and Venter 2005) where every time

the researcher interviewed a participant he asks her/him to refer him to a colleague.

An interview guiding procedure was developed by the researcher to focus on the essential questions of the interview (Arkse and Knight 1999). Such guiding procedure was a simple rather than a rigid guide based on an introduction presented verbally by the researcher highlighting that there will be six main questions to answer and presenting the different arguments and expected results and other insights of this PhD thesis (Patton 2002).

The interview started by an informal chat between the researcher and the participants explaining briefly the aim of the research and the how this research is focusing on gender equality rather than gender inequalities and violations. The researcher explained that he is not questioning the gender relations or inequalities; he is more concerned with how gender equality is practically put into practice and managed within the country offices of Jordan and Egypt.

The interviews questions were designed as an information gathering questions for the research questions. The interviews questions were designed to be systematic and dynamic as described by Kvale (1996). Systematic as to answer the research questions based on the aim of this PhD, and dynamic, aiming to engage the participant as much as the researcher in the conversation by presenting some the questions in different ways to capture sufficient perspectives when needed.

The interview questions are;

1. From your perspective as a UNDP/UNFPA staff, how do you see gender equality is managed within UNDP/UNFPA country offices?
2. Are there clear guidelines or approaches on how to manage gender equality within the UNDP/UNFPA policy reports?

3. As a local/international staff, do you think gender equality culture in Jordan/Egypt is addressed within the practical approaches of managing gender equality in the UNDP/UNFPA country offices?
4. What practical approaches undertaken to manage gender equality within the UNDP/UNFPA?
5. Is there any training provided on gender equality within the UNDP/ UNFPA?
6. Is it more about gender equality, Diversity or equal opportunities within the UNDP / UNFPA?

Furthermore, there were probing questions such as “could you please expand more on this issue”, following up questions such “do you think such issue is understood among other staff”. Moreover, in most cases a certain question would lead to a further discussion of a related topic such as the role of managers for example or chief of missions within a certain office in applying gender equality policies. Again, the researcher always asked further or non-planned questions to enrich a certain discussion when it was possible, still, the researcher always made sure that the main leading questions were fully answered. The researcher always had a check list of all topics he aimed to tackle within an interview so he would not forget any of the assigned topics to be discussed.

In terms of linking the research questions to the interviews questions, the following table demonstrate how each research question is reflected upon the interviews questions. The arrows in the table highlight which interviews question will aim to answer the research questions. Each interview question aimed to be a reflection of each of the main research questions.

Table 3 Research questions vs. Interview questions

| Research Questions | Interview Questions |
|---|---|
| 1. Highlight how gender equality is perceived by the staff working within UNDP/UNFPA country offices in Jordan and Egypt? | 1. From your perspective as a UNDP/UNFPA staff, how do you see gender equality is managed within UNDP/UNFPA country offices? |
| 2. Highlight how gender equality is perceived by the UNDP/UNFPA policy reports and internal documents? | 2. Are there clear guidelines or approaches on how to manage gender equality within the UNDP/UNFPA policy reports? |
| 3. Does cultural dimension in different countries affect managing gender equality in these country offices and are these dimensions taken into consideration when managing gender equality? | 3. As a local/international staff, do you think gender equality culture in Jordan/Egypt is addressed within the practical approaches of managing gender equality in the UNDP/UNFPA country offices? |
| 4. Does different participants' attributes matter in understanding and practicing gender equality management in the offices? | 4. What practical approaches undertaken to manage gender equality within the UNDP/UNFPA? |
| 5. What could be seen as practical approaches in managing gender equality in UNDP/UNFPA country offices in Jordan and Egypt? | 5. Is there any training provided on gender equality within the UNDP/ UNFPA? |
| | 6. Is it more about gender equality, Diversity or equal opportunities within the UNDP / UNFPA? |

2.15.1. Tabulation of the interviews

As mentioned above, nineteen interviews were conducted in UNDP/UNFPA country offices in Jordan and Egypt. The interviews were divided into four main attributes as shown in table one in section (2.13).

In appendix C, and by using Nvivo software in analysing the data in this PhD thesis interviews tabulation reports will be provided including each interview contribution, number of references of each interview to each of the perspectives and final frames contributed to. Furthermore, each of the frames will be presented with its number of

references and number of the interviews contributed to it.

The following are the interviews headings provided by Nvivo highlighting the interview number, agency, gender, employment status and location.

Interview 1.UNFPA.Female.Local.Cairo
Interview 2.UNFPA. Female. Local. Cairo
Interview 3.UNDP. Female. Local. Amman
Interview 4.UNDP. Female. Local. Cairo
Interview 5.UNFPA. Female. International. Cairo
Interview 6.UNFPA. Male. International. Cairo
Interview 7.UNFPA. Female. International. Cairo
Interview 8.UNDP. Male. International. Amman
Interview 9.UNFPA. Female. International. Cairo
Interview 10.UNDP. Female. International. Cairo
Interview 11.UNDP. Female. Local Cairo
Interview 13.UNDP. Female. Local . Cairo.
Interview 14.UNDP. Male. LOCAL. Cairo
Interview 15.UNDP. Female. LOCAL. Cairo
interview 12.UNDP. Female. Local. Amman
interviewe.16.UNDP. Male. International. Amman
interviewe.17.UNFP. Male. International. Amman
interviewe.18. UNFPA. Male. International. Amman
interviewe19.UNFPA. Female. International. Amman

2.16. Transcribing the interviews

Fourteen interviews were recorded via a mobile digital audio recorder. Five interviews were captured as notes taken by the researcher. Naturalist approach of transcribing all interviews were followed, an approach that consist of transcribing all interviews they way they were told (Oliver et al. 2005). Therefore, every pause and interruption and inaudible sentences or words within the interviews were transcribed.

Furthermore, the researcher did not add, correct or improve any section within any of the interviews (Oliver et al. 2005)

Instead, Memos were added on each of the interviews transcripts by the researcher to document any perspectives or interpretations at the time by the researcher. These memos were added to the interviews transcripts on Nvivo but on a separate folder. As well, manual memos were recorded after each interview presenting any reflections of the researcher and the main topics and arguments raised and were focused on by the participants. These memos assisted the researcher in remembering the nature and environment and even the character of the participant which assisted the researcher in understanding the backgrounds of some of the participants perspectives in some cases.

2.17. Interviews challenges

The challenges were based on two main aspects; first, five of the participants refused their interview to be audio recorded where only written notes taken by the researcher was allowed. Such procedure limited the researcher from capturing every perspective within the time assigned for the interview. These participants were holding considerably high positions within the UNDP/UNFPA.

The other challenge was the time limit (Oliver et al. 2005), where the estimated time of the interview was (40-60) minutes. In some interviews participants highlighted that they only have (20-30) minutes due to work engagements. Such aspect, limited the researcher from asking the participants to expand more on some issues. One of the examples of such limitation was that one of the participants highlighted that the only time she had was in her car through a 45 minutes drive to a working location outside Cairo.

2.18. Research participants

As highlighted above nineteen participants contributed to this PhD. Due to the multinational environment of the UN, participants ranged from local participants who are the office country nationals and international staff who come from different nationalities working as resident staff within a certain country office.

The attributes of the participants were decided to be classified as the following;

1. Employee type referring to Local/International
2. Agency referring to UNDP/UNFPA
3. Country referring to Jordan/Egypt
4. Gender referring to Male/Female

The following table developed by the researcher and assisted by using Nvivo will present the classifications of the research participants.

Table 4 Nvivo Interview classification

| | |
|-------------------------|----|
| Total of participants | 19 |
| UNDP | 10 |
| UNFPA | 9 |
| Local employees | 9 |
| International employees | 10 |
| Male | 5 |
| female | 14 |
| Egypt | 12 |
| Jordan | 7 |

The following section will provide the process of conducting the research for each of the analysis chapters of this PhD thesis starting with chapter six.

2.19. Chapter six process: gender equality country analysis

Critical frame analysis is the approach followed in analysing chapter six where such approach aim to capture the diversity in understandings of gender equality and present the different dimensions affecting managing gender equality in both Jordan and Egypt. Like all of the following analysis chapters in this PhD thesis Nvivo was conducted to assist the researcher in the analysis process of chapter six.

Defining the main aim of chapter six was the first step where this aim was defined in order to present the current and the diverse dimensions of gender equality in Jordan and Egypt where this research data were collected.

Chapter six will contribute to answering the third research question which focuses on the effect of the different cultural dimensions in managing gender equality. The cultural dimensions of gender equality are present in both the people and their surrounding environment (Acker 2006) and this is what chapter six aims to clarify in order to produce the affecting dimensions within the country on managing gender equality.

The second step was the selection of the data to be analysed. In this step the researcher developed the following selection criteria of four steps; these steps are the researcher own approach and guidelines of selecting the reports based on his readings and understandings. This approach was influenced by the pilot interviews with the participants where they advised the researcher on the differences within the policy reports in the UN system.

1. **Using only UNDP reports:** unlike UNFPA reports which are focused on certain aspects of gender equality such as sexuality and reproductive health, the researcher believes that UNDP reports are diverse in relating gender

equality to different aspects of development. UNDP reports will relate gender equality to different dimensions within a country as the case in human development reports and millennium development goals reports for each country. Where UNFPA reports, and based on their scope of work, gender equality was always linked to sexual and reproductive health. Such opinion by the researcher was formed based on his continuous readings of UNDP/UNFPA reports.

2. **Up to date information:** The reports chosen to be analyzed for chapter six depended on the latest information published by the UNDP in order to present accurate results of gender equality in Jordan/Egypt based on the time scale of this PhD.
3. **Relevancy of the reports:** the human development reports and millennium development goals reports were chosen to be analyzed due to their relevancy to gender equality. Gender equality is the third goal of the MDGs and one of the main analyzed themes within the HDR published by the UNDP.
4. **Countries partnership in presenting gender equality:** building on the relevancy of the reports, all chosen reports are presented in cooperation with the countries governmental and non-governmental bodies which reflect both views of gender equality the view of the UNDP as an international organization and the local view of the countries bodies.

Based on the above, the selected reports that were analyzed in chapter six were;

1. Jordan human development report (HDR): Building sustainable livelihoods, published by the UNDP (2004).
2. Second national millennium development goals report (MDG) on Jordan, published by the UNDP in (2010).
3. Egypt human development report (HDR): Youth in Egypt building the future, published by the UNDP in (2010).
4. Egypt's progress towards achieving the millennium development goals (MDG), published by the UNDP in (2010).

In regard to the quantity selection of the reports, the selected reports are the latest published reports at the time this thesis was submitted. Later reports were available, though, the researcher did not select later reports to maintain a recent timescale of the knowledge to be analyzed.

2.19.1. Applying critical frame analysis

As discussed in section (2.11), one of the main limitations of frame analysis is presenting the actual process of applying it within the research. Verloo and Lombardo (2007) argue that defining the aim and the coding process are the most visible techniques of frame analysis. Therefore, the first stage in chapter six was to define the aim and link it to critical frame analysis. In this aspect, the aim of chapter six is to capture the diversity in understandings of gender equality and present the different dimensions affecting managing gender equality in both Jordan and Egypt. Hence, as the aim of critical frame analysis is to present the frames diversity of the researched issue in different contexts', this is a result of different understandings and practices (Verloo and Lombardo 2007).

Identifying the frames was the following stage to conduct after defining the aim and selecting the data to analyze. Each country analysis was based on two reports as highlighted earlier. Therefore, each country report was read over seven times and notes were taken of frequent ideas, perspectives. The average report consists of (30) pages each page consist of minimum (500) words.

Applying critical framing was conducted in terms of presenting the diversity of gender equality dimensions in both countries. Such philosophy guided the coding approach in this chapter guided. The coding approach was based on capturing the

different dimensions that affect managing gender equality in Jordan/Egypt.

After reading each of the reports several times frequent keywords and perspectives beside “gender equality” were identified. The keywords were, “Economy, social, political, public policy, education.” Such keywords formed the affecting dimensions of gender equality and the initial frames for this chapter. Each initial frame was set as a “Node” in Nvivo and relevant texts were coded to it through the uploaded reports within Nvivo.

These keywords were frequent as both, words and perspectives. Moreover, the reports structure consisted of sections of the relation of gender equality to each of these keywords.

Frequency of words and perspectives were measured through using “Nvivo” and the electronic reports in portable document format (PDF) find tools.

Moreover, coding criteria of the status of gender equality in twenty nine EU member states conducted by the Institute for human sciences in Vienna (2007) were considered in chapter six. Such criteria consisted of three main guidelines;

1. Coding texts that integrate the most current and most recent issues related to gender equality.
2. Coding texts that not only highlight most dominant issues on frame analysis but also other related issues which are not necessarily frequent but effective.
3. Aim to code texts that can be compared.

Based on the above the following five frames were identified in chapter six;

1. The economical structure of gender equality

2. The educational structure of gender equality
3. Social structure of gender equality
4. Gender equality within public policy
5. Gender equality in political participation

The above frames existed within the text and have been identified by the researcher based on their frequency unlike other frame that can be driven by the research questions (D' Angelo 2002) a concept which would be more visible in chapter seven and chapter eight.

Coding process was based on the frequency of the keyword for each frame and related perspectives. The coding was conducted using Nvivo software. For example, the key word economy was used (46) times in Jordan HDR (2004) report each paragraph consisted of this keyword was read and decided if its related to the first frame or not. Following such example a related perspective of economy to gender equality were coded in the same frame such as the following quotation from Jordan HDR (2004); "In urban and rural communities, many men are moving away from their communities in search of new employment opportunities. More women are entering the paid labour force especially in seasonal agricultural work and in the manufacturing sector." Jordan HDR (2004:4). More detailed section on the coding of the data is provided in section (2.22). Therefore, in chapter six the coding process was based on two main steps;

Step one: coding texts from the related sections in the reports.

Step two: coding texts that are not directly related to the sections still, such texts reflect on the frames.

2.20. Chapter seven process: UNDP/UNFPA perspective

Strategic framing was the approach used to analyse the data in chapter seven. Strategic framing approach focus on identifying strategic frames that are considered strategic goals to policy making parties or actors as described in Hafner-Burton and Pollack (2007). Moreover, strategic framing focus on identifying non dominant frames within the research, frames that can provide strategic benefits to the actors.

Therefore, in this PhD gender equality management is the strategic goal of UNDP/UNFPA (Jordan MDG report 2010, Egypt HDR 2010, Verloo and Lombardo 2007 and Verloo 2004). UNFPA/UNDP are the policy making parties or the “actors” as described in Hafner-Burton and Pollack (2007).

In this aspect it is efficient to stress on the research position as highlighted in section (2.3) in this chapter. This research is committed to the millennium development goals (MDGs) which focus on promoting gender equality as the third MDGs goal. This PhD will be contributing to the UNDP/UNFPA in their management of gender equality through presenting a systematic understanding of managing gender equality based on three strands of analysis and chapter seven is the second strand.

Chapter seven will contribute to answer the second research question which focuses on identifying how gender equality management is perceived and approached in UNDP/UNFPA policy reports and documents.

Defining the main aim of chapter seven was the first step where this aim was defined as to address how gender equality is perceived and managed in UNDP/UNFPA policy reports and documents presenting the perspective of

UNDP/UNFPA as organisations. Such aim is reflected on the philosophy of strategic framing where in chapter seven the researcher will aim to capture the different strategic approaches of managing gender equality within UNDP/UNFPA policy reports through identifying both dominant and non dominant frames.

The second step was the selection of the data to be analysed. This approach was influenced by the pilot interviews participants who advised the researcher on differences within the policy reports in the UN system. Moreover, choosing strategic framing influenced the selection of the analysed policy reports in this chapter. The researcher aimed to select the most strategic policy reports in producing the most strategic visions of UNDP/UNFPA in managing gender equality.

In this step the researcher developed the following selection criteria; the following criteria steps are presented based on their priorities, the most important comes in the first;

1. **Reports focused on gender equality in management as a single concept:** In this step the researcher found various policy reports on managing gender equality associated with another development aspect such as human rights, culture, environment, and economical crisis. Therefore, the researcher focused on selecting the reports which only focus on gender equality policies as a single concept.
2. **Reports which include a review on previous policies or reports of gender equality management:** UN reports in general consist of large quantity of words which may consume a large amount of time to analyze. Therefore, and based on the time limit for to complete this PhD thesis, the researcher focused on selecting the reports which review previous gender equality policies and policy reports conducted by UNDP/UNFPA. Thus, five documents were selected, three of them are a policy review reports on UNDP/UNFPA gender

equality policies. Such reports gave the researcher an insight on the historical background of the UNDP/UNFPA policies on managing gender equality.

3. **Reports that are focused on and written by one agency:** A number of UN reports are written by different agencies such as the MDGs reports and human development reports which are written by the UNDP and other UN agency. Therefore, In order to address how gender equality is management in UNFPA or UNDP the researcher only selected reports that are single written by the mentioned agency only.
4. **Up to date reports:** finally came the matter of up to date reports as the researcher aimed to apply all the above criteria steps on the most recent policy reports. They may have been a very recent reports produced by the two agencies but as mentioned earlier in this section the selection criteria steps were conducted based on their priorities starting from the first step as the most important to achieve the desired outcomes of chapter seven.

Based on the above the selected reports that were analyzed in chapter seven were;

1. UNDP. (2008) Empowered and equal: Gender equality strategy (2008-2011).
2. UNFPA (2007) Delivering on the promise of equality: UNFPA strategic framework on gender mainstreaming and women empowerment (2008-2011)
3. UNDP (2007) Gender mainstreaming in practice; Part 1: Gender mainstreaming 10 steps for integrating gender into the policy making process.
4. UNFPA (2006) Focusing on gender: An assessment of gender integration in UNFPA materials.
5. UNDP (2003) Gender balance in management policy 2003-2006.

The following table developed by the researcher provides all of the analyzed UN reports in this PhD thesis alongside the justification of selecting each of the

reports categories.

Table 5 Analyzed UN reports

| UNDP/UNFPA reports | Justification of selection |
|---|---|
| <p>MDGs Reports: such reports are the data analysed in chapter six.</p> <ol style="list-style-type: none"> 1. Second national millennium development goals report (MDG) on Jordan, published by the UNDP in (2010). 2. Egypt's progress towards achieving the millennium development goals (MDG), published by the UNDP in (2010). | <ol style="list-style-type: none"> 1. Both countries reports are the latest publications. 2. The MDGs reports place the promotion of gender equality as the third goal. 3. Both countries reports analyse the national achievements and challenges to mainstream gender equality within the different development policies. 4. All national MDGs reports are co-written by major ministries and governmental bodies. 5. Both reports provide a measurement of achieving each of the eight goals based on the international deadline to achieve the MDGs which is (2015) |
| <p>Human Development reports (HDR): such reports are the data analysed in chapter six.</p> <ol style="list-style-type: none"> 3. Jordan human development report (HDR): Building sustainable livelihoods, published by the UNDP (2004). 4. Egypt human development report (HDR): Youth in Egypt building the future, published by the UNDP in (2010). | <ol style="list-style-type: none"> 1. Both HDR reports are the latest publication on each country. 2. HDR reports focus on the different national policies and discourses, its application and challenges. 3. Both reports include gender equality as their chapter seven. 4. Gender equality is looked at in relation to applying all other aspects of development within the country. 5. Again, both reports are co-written by major ministries and governmental bodies. |
| <p>Policy Reports: such reports are the data analysed in chapter seven.</p> <ol style="list-style-type: none"> 5. UNDP. (2008) Empowered and equal: Gender equality strategy (2008-2011). 6. UNFPA (2007) Delivering on the promise of equality: UNFPA strategic framework on gender mainstreaming and women empowerment (2008-2011) 7. UNDP (2007) Gender mainstreaming in practice; Part 1: Gender mainstreaming 10 steps for integrating gender into the policy making process. 8. UNFPA (2006) Focusing on gender: An assessment of gender integration in UNFPA materials. | <p>The policy reports were divided into two main sections; the policies approaches of gender equality and the practical approaches of gender equality.</p> <p>UNDP (2008) and UNFPA (2007): Both reports are a review on the agencies gender equality policies and discourses within the same period of time (2008-2011). Moreover, both reports are focused on gender equality policies only, where there have been more recent reports but with not the same focus on gender equality. Such reports were not considered as the research main focus is on gender equality policies.</p> <p>UNDP (2007) and UNFPA (2006): Both reports are focused on the practical approaches of both agencies. In these reports both agencies present a review of their materials such as trainings and their achievements and challenges in applying such materials.</p> |
| <p>Policy document: such reports are the data analysed in chapter seven.</p> <ol style="list-style-type: none"> 1. UNDP (2003) Gender balance in | <p>Due to the high focus of the participants on the aspect of gender balance within the offices this policy document is considered in the analysis as such policy focuses on the application of gender balance within</p> |

| | |
|--------------------------------|---|
| management policy (2003-2006). | UNDP offices. Such policy is the latest policy the research could have access to. Similar UNFPA policies documents could not be accessed by the researcher. |
|--------------------------------|---|

2.20.1. Identifying frames within strategic framing analysis

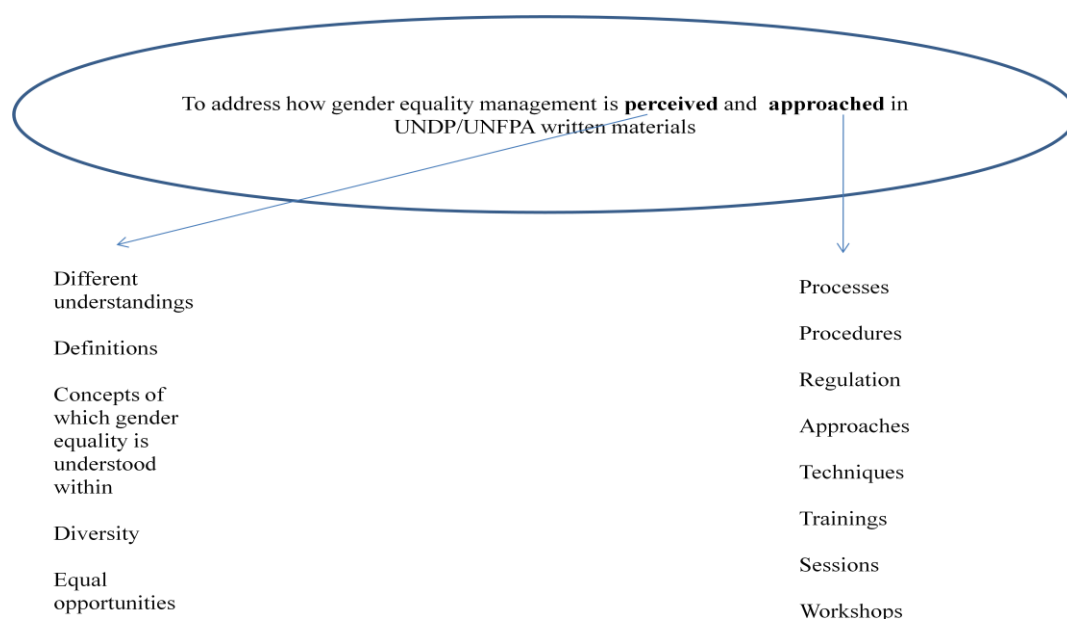
Where critical framing focus more on the diversity of frames, strategic framing focus more on the approaches to be framed and their reflection on the strategic goals of the actors; which in this case is the UNDP/UNFPA. In all chapters of the analysis, the most visible techniques of either critical or strategic framing are first represented within defining the aim of the chapter. Verloo and Lombardo (2007) argue that defining the aim of the study and the coding process presents the methodological philosophy in perceiving the researched issue.

After completing the first two steps, identifying the frames was the third step to conduct. Each agency analysis was based on two policy reports as highlighted earlier and an additional policy document for the UNDP.

Each agency report was read over seven times and notes were taken of frequent ideas, perspectives. The average report consists of (25) pages each page consist of minimum (500) words, other reports consisted of (150) pages long.

The researcher then considered chapter seven aim which is to address how gender equality is perceived and managed in UNDP/UNFPA policy reports. The researcher identified the strategic framing approach based on the chapter aim. The following figure developed by the researcher will demonstrate;

Figure 4 Identifying framing approach for chapter seven



The bolded words in the figure “perceived” and “approached” are identified as the two main approaches in chapter seven aim. Each of the two approaches was defined by the researcher through the arrowed keywords.

How UNDP/UNFPA perceive gender equality management was the first main approach within the aim. This approach was defined by the following keywords;

“Diversity, Equal opportunities, Different understandings, Definitions, Concepts of which gender equality is understood within” these leading themes and keywords refer to the different presentations of gender equality management, different understandings within the reports.

How UNDP/UNFPA approach gender equality management is the second main approach within the aim and were define by the following keywords; “Processes,

Procedures, Regulation, Approaches, Techniques, Trainings, Sessions, Workshops” these keywords were searched for literarily within the reports.

Frequency of keywords was searched through using “Nvivo” and the electronic reports in portable document format (PDF) find tools.

The coding criteria for the analyzed reports followed the coding criteria conducted in the Institute for human sciences in Vienna (2007) study on gender equality status in twenty-nine EU countries. Such criteria consisted of three main guidelines;

1. Coding texts that integrate the most current and most recent issues related to gender equality.
2. Coding texts that not only highlight most dominant issues on frame analysis but also other related issues which are not necessarily frequent but effective.
3. Aim to code texts that can be compared.

Based on the above the following frames were identified in chapter seven;

1. Meaning of gender equality management
2. Practical approaches to manage gender equality in UNDP/UNFPA
3. UNDP/UNFPA Gender equality management training

The coding process was conducted using Nvivo software. The analysed reports were uploaded on Nvivo and keywords related texts was read and coded to the relative frame. Moreover, the reports were read again to identify leading frames and reading between the lines to identify any related texts to any of the identified frames.

After finishing coding, the researcher then interpreted the coded information into the frames in chapter seven which will be linked to the other frames results in chapter six and eight to present the research results which will be presented in chapter nine.

Furthermore, in linking UNDP/UNFPA frames together, query application or analysis were run using Nvivo on both the information coded to UNDP frames and information coded to UNFPA frames to provide a comparative analysis on both UN agencies.

2.21. Chapter eight process: interviews analysis

Both approaches of critical and strategic frame analysis were conducted in analysing the interviews. The interviews analysis focused on the diversity of interpretation and understanding of gender equality management policies by the participants (Verloo and Lombardo 2007). Furthermore, different participants' attributes were always linked to the frames results of chapter eight. Again, chapter eight aimed to identify non dominant strategic frames of managing gender equality in order to present a systematic understanding of managing gender equality in UNDP/UNFPA country offices in Jordan and Egypt.

Similar to the previous chapters of analysis in this PhD thesis, using Nvivo was vital in coding, relating the codes to the different attributes, analysing and presenting the frames results of chapter eight.

The first stage in chapter eight was to define the aim and link it to critical and strategic frame analysis. In this aspect, the aim of chapter eight is to capture the different perspectives of the participants in their understandings and practices of managing gender equality and reveal the different dimensions affecting managing gender equality in UNDP/UNFPA country offices of Jordan and Egypt.

Following the approach of critical framing, all participants' perspectives were linked back to their attributes. Such approach was conducted to systemise the

diversity within the participants' perspectives.

Following the approach of strategic framing, both dominant and non dominant frames are identified in order to present the strategic dimensions of managing gender equality, an aspect which will lead to presenting a systematic understanding of managing gender equality.

Chapter eight will contribute to answer the first, third, fourth and fifth research questions in order to present how gender equality is managed from the participants' perspective as chapter seven presented how gender equality is managed from UNDP/UNFPA written policies perspective. Therefore, the aim of chapter eight is to address how gender equality is managed and put into practice based on the UNDP/UNFPA staff perspectives.

2.21.1. Identifying frames

It has been highlighted in section (2.11) of this chapter that a clear limitation of frames analysis that, it doesn't address how frames come into existence. Thus, the researcher in section (2.13) presented his own approach in forming the frames and how such approach was conducted. In this aspect the researcher adopted the approach in strategic framing where such approach distinguish between frames that were driven by the interviews and research questions and frame that emerged naturally.

Based on the above, six frames were identified;

1. Staff understandings of UNDP/UNFPA policies on gender equality management
2. Gender equality in equal opportunities and diversity
3. Gender equality culture

4. Access to UNDP/UNFPA materials on gender equality
5. Gender equality training for UNDP/UNFPA staff
6. Practical approaches to manage gender equality

The following is a presentation of each frame in terms of its emergence and coding process;

1. Staff understandings of UNDP/UNFPA policies on gender equality: This frame was directed by the first interview question and the first research question. All answers on the first interview question was coded, the term “gender balance” was searched using the search tools in Nvivo as such term was frequent in the participants answers and was present in most of the participants answers. Therefore, the keyword “gender balance” was considered for coding at the first frame in all texts in interviews transcripts.
2. Gender equality in equal opportunities and diversity: This frame was directed by the sixth interview question. Besides coding participants’ answers on the question, a keyword search for the terms “diversity” “equal opportunities” was run to code any related texts to such frame.
3. Gender equality culture: This frame was directed by the third interview question. Besides coding all answers by participants on the third interview question a keyword search for the terms “culture” “tradition” “customs” “religion” was run to code any related texts to this frame. The keyword culture was the most frequent where “tradition” and “religion” were rarely mentioned still, the related texts were coded to the frame and analyzed.
4. Access to UNDP/UNFPA materials on gender equality: This frame emerged neutrally through the different discourses of the interviews. The keywords search was conducted for the keywords “access” “resources” “reports” “policies” “regulations” “workload” and “materials”. The texts consisted of any of the keywords were read and decided by the researcher if it should be coded or not. Moreover, the interviews transcripts were read in search for any related argument that does not include any of the above keywords but still contribute to this frame. In this frame eight participants contributed to this

frame. Although this frame was a non dominating frame it was decided by the researcher that it contribute effectively to the analysis and the results of this PhD thesis. The approach of identifying non dominant frame is considered within frame analysis.

5. Gender equality training for UNDP/UNFPA staff: This frame was directed by the fifth interview question. A keyword search of the terms “training” “sessions” “courses” and “workshops” was run. All participants’ answers on this question were coded beside all texts that consisted of any of the searched keywords. Moreover, the interviews transcripts were read in search for any related argument that does not include any of the above keywords but still contribute to this frame.
6. Practical approaches to manage gender equality: This frame was directed by the interviews fifth question. All participants’ answers were coded to this frame and analyzed. A keyword search for the terms “approaches” “management” “regulation” “rules” “practices” “policies” “acts”. Texts which included any of the keywords were read by the researcher and decided if it relates to the frame or not. Moreover, the interviews’ transcripts were read in search for any related argument that does not include any of the above keywords but still contribute to this frame.

What is efficient to highlight is that although the researcher considered the number of each keyword frequency still, the analysis was more aiming to identify the texts that consisted of the keyword and analyze the content of these texts rather than the frequency of the keyword itself.

Each of the frames was presented with its number of references from the interviews and the number of the interviews contributed to it.

2.22. Coding

The coding process of the data was practically conducted by using Nvivo software where all data texts were uploaded and read using Nvivo.

The coding process started when the initial frames were formed. Each text of the data was read independently on Nvivo screen. Each text related to any of the frames was dragged into the relevant frame folder. In case the same text was dragged twice or dragged to two different frames Nvivo would highlight that to the researcher so the researcher will have to justify such duality.

Again, the data texts were re-read again to ensure that all relevant texts are coded. Deciding if the text is relevant or not was based on three main aspects;

- a. The answer provided by the participant to the question which relates to the frame.
- b. The relevancy of any text to the frame.
- c. Keyword search of any of the related keywords to the frame. For example “training” as a key word for the training frame in either chapter seven or chapter eight. Afterwards, the researcher decided if the text including the keyword is relevant or not.

In the interviews analysis in chapter eight, all coded data were recorded in each of the frames in terms of its quantity. The codes ranged from (18-73) codes or references from the interviews transcripts. The lowest was (18) codes for a non dominant frame, the average coding was (30-33) and the highest was (73). It is efficient to highlight that the non dominant frame was not considered a non dominant frame based on the number of the codes, as well, it was based on the number of the participants contributed to such frame.

The researcher must admit that Nvivo is one of the best approaches in coding where in previous attempts the researcher coded two texts for one or more frame and have

missed several keywords in the data text.

After finalizing the frames and filtering the codes by re-reading the coded texts, the unrelated coded texts were taken out and saved in a separate frame named “unrelated” and after the researcher finished coding he read this frame and decided if any of the texts could contribute to any of the frames or the research results.

Linking the results to the participants attributes was conducted using Nvivo software.

2.23. Results

Each of the analysis chapters will present frames discussion separately. Based on both approaches of frame analysis followed in this thesis, chapter nine will present the research results by linking the frames in the analysis chapters. Frames with similar variables will be linked to each other from the different analysis chapters.

In chapter six, frames results aimed to present the culture of gender equality in both Jordan and Egypt. Therefore, all frames results in chapter six will be linked to participants ' perspectives on local culture of gender equality in Jordan and Egypt presented in chapter eight.

In regard to frames in chapter seven and eight, similar frames, and which appeared to be dominant frames, will be linked to each other to compare the participants' perspectives to UNDP/UNFPA policy reports perspectives. One remaining non dominant (sole variable) frame which only appeared in chapter eight will be presented in terms of this frame relation and reflection on all of the results. This frame is;

- Access to UNDP/UNFPA materials on gender equality

Still, This frame result will be linked to other frames results in terms of this frame effective contribution to the process of managing gender equality as a process in presenting a systematic understanding of managing gender equality in UNDP/UNFPA.

The following table developed by the researcher will present the above discussion and will highlight which frames will be linked together in chapter nine. Each of the arrows in the table refer to the frames that will be linked to each other.

Table 6 Frames linkage

| Chapter six: gender equality country analysis | Chapter seven: UNDP/UNFPA perspective on managing gender equality | Chapter eight: Interviews analysis |
|---|---|--|
| <p>The economical structure of gender equality in Jordan/Egypt.</p> <p>The educational structure of gender equality in Jordan/Egypt.</p> <p>Gender equality within public policy</p> <p>Gender equality in political participation</p> <p>Social structure of gender equality in Jordan and Egypt</p> | <p>Practical approaches to manage gender equality within UNDP/UNFPA policy reports</p> <p>UNDP/UNFPA gender equality management training</p> <p>Meaning of gender equality within UNDP/UNFPA policy reports</p> | <p>Practical approaches to manage gender equality</p> <p>Gender equality training for UNDP/UNFPA staff</p> <p>Staff understandings of UNDP/UNFPA policies on gender equality</p> <p>Gender equality in equal opportunities and diversity</p> <p>Gender equality culture</p> <p>Access to UNDP/UNFPA materials on gender equality</p> |

Two frames from chapter eight were linked to a similar frame in chapter seven. Those were the only two frames in chapter eight to be linked to a single frame chapter seven. These frames proved to have similar arguments and variables within the related interviews references within each of these frames. Such interview references and arguments proved to be able to be linked to each other to produce a certain result.

These frames are as shown in the above table;

Chapter eight two frames;

- Staff understandings of UNDP/UNFPA policies on gender equality.
- Gender equality in equal opportunities and diversity.

Chapter seven single frame;

- Meaning of gender equality within UNDP/UNFPA policy reports

Using Nvivo was an essential step in presenting the results of this PhD thesis. A folder of the name “Results” was opened in Nvivo in order to record the researcher attempts in finding his results. Comparing the frames in the above table was conducted by using Nvivo. Nvivo has an option called “Queries” that can bring all coded references to one or more frames to a specified result. Such an option provided the researcher with the easy access to certain keywords, phrases, or sentences to be compared in each of the linked frames. For example, the keyword result of “gender balance”, through using queries, copied all coded texts related to gender balance from all sets of data to the gender balance result.

The keywords search within frames (in terms of linking such frames) was more of identifying the relevant texts rather than numerically addressing keywords. For example the keywords “trainings” or “gender balance” were not recorded as how many times both keywords appeared in the UNDP/UNFPA policy reports compared to the participants’ coded texts. The keyword search aimed to identify the related codes in the both sets of data in order to link the same variables.

After each “Query” technique the researcher came up with initial results and

recorded them in the results folder within Nvivo. Each result included all of the relevant texts from the different frames in the three sets of data (chapter six, seven and eight frames) beside the row data within the uploaded reports or the interviews transcripts. The researcher then had all coded texts and their origin within each of the recorded results. In the results folder (30) initial results were recorded and relevant texts were coded to each of the results. Then the researcher started to identify the matching coded texts in the results through using Nvivo and the results keywords search, at this stage the researcher started to narrow the results into more focused results. Finally, it was the researcher interpretation of the results and forming them within the final format and wording which is presented in chapter nine.

2.24. Conclusion

Chapter two presented the methodological approaches of this PhD thesis and the processes of conducting the analysis of this research.

Chapter two stated the time line of starting and completing this PhD thesis to mine the ongoing changes within the geographical research context which might affect this research results.

Frame analysis was the methodological approach of this PhD thesis following critical framing and strategic framing approaches. Furthermore, using Nvivo software assisted the researcher in coding and analyzing the data in this PhD thesis.

Chapter two presented the research and the interviews questions of this thesis and how such questions were emerged. Again, chapter two stated the research position of this thesis and its reflection on the analysis process and results presentation in this PhD thesis.

Again, chapter two presented the practicality of using Nvivo (8) in the analysis of this PhD thesis. Using Nvivo software contributed to each of the analysis chapters and to the formation and generation of the research results in chapter nine.

Furthermore, this chapter highlighted the process of analyzing each chapter of the analysis chapters. Again, the process of conducting the interviews and the challenges of such process were highlighted.

Finally, chapter two presented how the research results of this PhD thesis were brought up and presented.

Chapter Three: gender equality development within policy discourses

3.1. Introduction

This chapter is the first strand within reviewing the literature. It will focus on introducing the reader to how gender equality was brought into public policy. The following chapter four will then review the different approaches to manage gender equality. Finally, chapter five will review the limited literature on how gender equality is perceived within international organisations such as the UN and the EU.

Chapter three will present how the concept of gender equality was developed by different approaches and how such approaches reflected differently on public policies and discourses and resulted in leading the state to produce laws and regulations to manage gender equality (Parpart et al. 2000 and Alsop et al. 2002 and Weale 1978).

Therefore, this chapter will aim to present to the reader how gender equality came as a component in regulations and how it gained its formal power within the state.

Acker (2006) argues that the conceptual development of gender equality was theorised in the western part of the world, therefore, such centrality in gender equality led the way for other tendencies to present new understandings to manage the diverse dimensions of gender equality.

Therefore, this chapter will start by presenting the theoretical backgrounds of the evolution of gender equality. Again, this chapter will present different interpretations of gender based on the different approaches where gender equality is positioned and such different approaches reflected on public policies and discourses. Different gender equality approaches reviewed in this chapter are the basis of gender equality nowadays and their reflection on policies and discourses.

The following sections of this chapter will start by presenting the essential theoretical backgrounds which formed and led the practice of gender equality.

3.2. What is gender?

Bohan (1993) argues that gender definitions are centred on the relationships between men and women and the power structures that shape the social attributes of these relationships. These attributes and relationships are socially constructed and are learned through socialization. They are context- and time-specific and changeable (Risman 2009). Gender is part of the broader socio-cultural context (Bohan 1993).

The concept of gender also includes expectations about characteristics, aptitudes and likely behaviours of both women and men, femininity and masculinity (Alcoff 1988 and Alcoff and Potter 1993).

However, Bohan (1993) argues that gender can be approached and defined with consideration of two approaches, essentialism and social constructivism.

3.3. Essentialism

Bohan (1993) argues that the essentialist approach in defining gender does not argue for the biological difference between men and women. The distinction between essentialist and constructionist views of gender lies not in the origin of gender qualities but in their location. Essentialism views gender a resident trait within the person something that can describe a person personality cognitive process, moral judgement. The following is a citation from Bohan (1993) identifying gender within the approach of essentialism;

“Essentialist models, thus, portray gender in terms of fundamental attributes that are conceived as internal, persistent, and generally separate from the on-going

experience of interaction with the daily socio-political contexts of one's life" (Bohan 1993:6)

Again, as highlighted above, gender is differently interpreted based on the different approach it is positioned within. The following is a different interpretation of gender within the approach of constructionism.

3.4. Constructionism

Alcoff (1988) argues that unlike essentialism, social constructionism is more closely related to the socialisation of gender than to the personal qualities inherent in an individual. The position urging that gender is socially constructed is not simply an assertion of the environmental origin of gender traits.

The constructionist's argument is that gender is not a trait of individuals at all, but simply a construct that identifies particular transactions that are understood to be appropriate to one's sex. Gender as defined is not resident in the person but exists in those interactions that are socially construed as gendered (Alcoff 1988 and Bohan 1993).

Alcoff (1988) argues that both the essentialist and the social constructionist approach are relevant. The following citation of Alcoff (1988) approach in interpreting gender support such an argument;

"If gender is simply a social construct, the need and even the possibility of feminist politics becomes immediately problematic. What can we demand in the name of women if "women" do not exist and demands in their name simply reinforce the myth that they do? How can we speak out against sexism as detrimental to the interests of women if the category is a fiction? How can we demand legal abortions,

adequate childcare, or wages based on comparable worth without invoking the concept of “woman”?” (Alcoff 1988:491)

Tickner (1992) support the approach of Alcoff (1988) through the following definition of gender;

‘A set of culturally shaped and defined characteristics associated with masculinity and femininity’. (Tickner 1992:7).

Risman (2009) argues that gender, just like other fields of study within any country, has a structure. It is very important to understand and consider this structure when analysing social and political issues relating to gender. It can be seen that even different single-gender schools have different structures.

Both Alcoff (1988) and Bohan (1993) agree on that both approaches of “Constructionism” and “Essentialism” as the basics where the concept of gender equality is rooted within. Verloo and Lombardo (2007), Verloo (2004), Verloo (2007), and Parpart et al. (2000) argue that the concept of gender equality is of a policy nature and will always lead to public policy and decision making processes. In this aspect Verloo (2007), Parpart et al. (2000), and Verloo and Lombardo (2007) argue that gender relations refer to the conceptualisation of gender where as gender equality refers to how gender is incorporated within public policy.

Still, other researchers argue that the concept of gender equality has more of an international development background and roots. Stratigaski (2005) argue that gender equality was brought to the public policy scene in support of the UN recognitions through its world wide conferences, a debate which will take place in chapter five.

Hence, this PhD thesis is accepting that gender equality will always lead to its

incorporation within public policies and will be focusing on such aspect rather on focusing on gender inequalities and violations.

The debate of incorporating gender equality within public policies showed its practical approaches within the different feminism movements. Acker (2006) argues that such variation in adopting different understandings of gender by feminism movements resulted in a leading era of incorporating gender equality into public policies and discourses as it will be presented in the following section.

3.5. Role of feminism movements in influencing public policies

Parpart et al. (2000) argue that by looking at the role of feminist movements in the USA, it is clear that they lobbied in order to draw the attention of policy-makers. The feminist movement challenged the assumption that increasing awareness of globalisation would increase the level of gender equality awareness.

Parpart et al. (2000) argue that a clear example of this influence can be given regarding the United States of America where the term ‘women in development’ (WID), stemmed from this challenge. They were successful in influencing the policies of United States International Development in the early stages of design, resulting in the (Percy Amendment of 1973), which introduced the requirement for deep analysis of gender sensitivity and its social impact during the process of any policy design.

Moreover, the feminist movement was influential in United Nations (UN) policy-making when, in (1980), a ‘Mid-Decade for Women’ meeting was held in Nairobi, focussing on working conditions for women. Such meeting included various representations of feminism movements (gender equality within the UN world

women conferences will be debated in chapter five).

The following presents separated sections on each feminism movement and its contribution to integrating gender equality within the public policy context. The following literature reviewed is led by Acker (2006), Parpart et al. (2000) and Alsop et al. (2002)

3.5.1. Marxist feminism

Acker (2006), Parpart et al. (2000) and Alsop et al. (2002) argue that the feminist Marxism approach states that people enter into relationships and raise families, and this process forms the meaning of production which changes very little through time.

The subordination of women resulted from the mode of production that formed private property. This resulted in men owning property and employing others to work for them. This property would be inherited by male biological offspring in order to maintain the class structure, further establishing the subordination of women (Alsop 2002).

Parpart et al. (2000) state that contemporary Marxist feminists argue that capitalism, which is the current form of class in society, results in the subordination of women by making them economically dependant on men. This view is further demonstrated by the argument that women give birth to the labour force and also undertake unpaid domestic labour. Moreover, women can be seen as cheap labour when needed, to compete with other low-paid workers. Therefore, Marxist feminism is considered the leading feminist movement in arguing for equal wages and suitable working conditions for women.

3.5.2. Radical feminism

Alsop et al. (2002) argues that radical feminism, fuelled by experiences of sexism, appeared in the sixties in the USA in the form of civil rights and anti-war movements. Radical feminism was inspired by Marxist theory, which stated that class played a major part in the oppression of working people and that gender inequality was a part of this. Radical feminists argued that viewing class equality as a precursor of the oppression of women, and therefore a primary factor, would not be in the best interests of women.

Alsop et al. (2002) states that radical feminism saw women's oppression as a result of individual physical and social practices, arguing that class could not be considered a major cause of oppression as it exists even in classless societies.

Radical movement is seen as the leading feminist movement in influencing the public policies for health centres and women educational initiatives (Parpart et al. 2000).

3.5.3. Liberal feminism

Acker (2006) and Parpart et al. (2000) propose that liberal feminists argue that the lack of political rights for women results from poor education. Liberal feminists argue that the inequality of women cannot be based on rational terms; therefore, rational men can be persuaded that such inequality has no value. On these grounds they fought for equality between women and men in the state, organising campaigns calling for equal opportunities in education, property rights and the workforce so that the power structure of women could be equal to men.

Furthermore, by fighting for anti discrimination policies, contemporary liberal feminists distinguished between public and private spheres, arguing that laws should be in place to protect women in domestic situations. (Parpart et al. 2000)

3.5.4. Socialist feminism

Parpart et al. (2000) and Alsop et al. (2002) argued that socialists approached gender equality from a different angle to Marxist and radical feminism; socialist feminism considered that class and gender inequality were of equal importance. Socialist feminism emerged in the mid seventies, when many socialist feminists were not satisfied with Marxist feminism, where women's subordination was seen as secondary to class inequality. On the same level, socialist feminists did not agree with radical feminism, arguing that women's subordination was more relevant than class inequality. In order to achieve their goals, socialist feminists aimed to include both Marxist and radical feminism theories, considering class and gender inequality together. Combining both radical and Marxist theories, socialist feminists argued that political action and capitalism can be challenged by providing a new basis of analysis.

Parpart et al. (2000) indicate that socialist feminists argued that different, economical, political and social eras have different contexts. Therefore, socialist feminism are considered the leading feminist movement in putting gender equality in a formal political context which required a state review of its policies to include gender equality.

3.5.5. Black feminism

Acker (2006) and Parpart et al. (2000) argue that black feminists faced oppression on two levels: being a woman, and being black. Yet, European feminists ignored black women or feminism experiences in their struggle against inequality.

Humm (1992) argues that black and Asian women activists within the feminist movement always reached a point where they had to choose between struggling for their rights as women or for their rights as black and ethnic women.

The following citation in Humm (1992) supports the previous argument; “The oppression of women knows no ethnic nor racial boundaries, true, but that does not mean it is identical within these differences. Nor do reservoirs of our ancient power know these boundaries. To deal with one without even alluding to the other is to distort our commonality as well as our differences. For then beyond sisterhood is still racism” (Humm,1992:138)

The previous literature shows that diversity within the feminist movement is clearly influenced by cultural, regional and religious factors. Such argument will be presented in this chapter and chapter five within the discussion of the theory of Intersectionality where gender is analysed based on race and class, a theory which is reflected clearly on global gender equality management.

In Humm (1992) Alsop et al. (2002) James & Busia (1993) it is shown how the feminist movement was effected by ethnicity issues. The black feminist movement led to the creation of a political agenda for black women, (the Black Feminism Manifesto, 1982) that focussed on the development of feminism from an anti-racist and anti-discriminatory perspective.

Acker (2006) argues that, in the manifesto that black feminism should be struggling alongside white feminism. The most interesting aspect of black feminism is the struggle against inequality with black men. It could be argued that race has led the argument for black feminism, or at least been equal to the gender inequality argument.

The following table developed by the researcher summarises the work of Parpart et al. (2000) Alsop et al. (2002) Acker (2006) and Humm (1992) on politicising gender equality within public policies.

Table 7 Different feminism approaches influence on public policies

| Feminism Movement | Contribution to Public Policies |
|--------------------------|---|
| Black Feminism | <p>Policies will take into consideration the impact of race in feminism development</p> <p>Policies will focus on the socioeconomic status of black women, which will lead policies to highlight the multilevel sets of causes that originate from gender inequality.</p> |

| Feminism Movement | Contribution to Public Policies | Feminist approach | Contribution to Public Policies |
|--------------------------|---|--------------------------|---|
| Marxist Feminism | <p>Marxist feminism influences policy by arguing for equal wages for women's and women working conditions in way to show that such issues cannot be overcome in capitalism.</p> <p>Marxist feminism argues that in capitalism, women whose husbands are in high positions will try to maintain that to maintain such status; therefore, working women should influence working men to join them in order to abolish capitalism.</p> | Liberal feminism | <p>Liberal-feminist theory has been the dominant guide for setting up special women's departments and machinery in the state. These departments promote the interests of women within the existing socioeconomic system. Policies are proposed to remove discriminatory practices in institutions, or actions are taken to create alternative institutions that support women. For example, if women have unequal access to credit, then bank policy can be changed or special programmes can be set up for women's credit. Liberal feminists are interested in increasing the proportion of women in elected and appointed state positions. Liberal feminists are interested in reforms that will improve the condition of women and are less concerned with issues of empowerment and changing the position of women.</p> |
| Radical Feminism | <p>Radical feminism pays attention to women's daily life needs such as women's health centres, women's educational institutions and women's business services.</p> <p>Radical feminism stresses women's freedom of choice in issues such as sexual orientations, conception, abortion and motherhood.</p> <p>The influence of patriarchy on society's developmental policies will always be addressed in radical feminism</p> | Socialist feminism | <p>Socialist feminists are concerned with promoting policies to eliminate gender segregation in domestic and wage labour, eliminate sexual harassment in the workplace, achieve equal pay for work of equal value, increase women's control over their conditions of work, transform the conditions in which women can make reproductive choices, and increase public responsibility for child care. They consciously attempt to incorporate socialist-feminist values of equality, cooperation, sharing, and political commitment into their living arrangements. They also believe that community-based political activities are a necessary part of the socialist-feminist transformation of society. Socialist-feminist activists have a vision of a society that excludes gender, class, and race structures and the ideologies that underlie them. They are interested in transforming current societies into societies consistent with ' vision.</p> |

It could be seen through the previous section, gender theories are diverse in their aims and schools of thought. Each of the gender theories has its own approaches in influencing the development of gender equality and public policies still discrimination against gender is their only uniting aspect only (Clark et al., 1991, Safa, 1990).

Acker (2006) and Parpart et al. (2000) argue that feminism movements were seen as a collective method of struggling for gender equality, a struggle which formed the first leading era in drawing the policy making attention to such concept. Feminist movements focused on the discrimination against gender and gender only. Therefore, new dimensions of gender discrimination introduced as a result of the globalisation of gender need, the concept of intersectionality. This concept is rooted in identity politics (Crenshaw 1991). This was adopted within the development of gender equality (Colgan et al. 2007, Verloo and Lombardo 2007, Wahl and Hook 2007).

3.6. Intersectionality theory and its role to contribute to managing gender equality

The intersectionality approach tends to discuss gender on the same level as race and class. Acker (2006) argues that to analyse feminist oppression in line with gender, race and class are essential to present a full picture of the concept of gender equality.

Acker (2006) argues that all organisations develop inequality regimes in time, where high-ranking managers will always have power over secretaries. Organisations differ from each other in how such inequality regimes are conducted and to what extent; yet such regimes mainly take the form of controlling the goals and resources of the organisation.

Class, as it is defined by Acker (2006), refers to “enduring and systematic

differences in access to, and control over, resources for provisioning and survival.” (Acker 2006, 446). Gender is not the differences between a man and a woman. Race refers to “socially defined differences based on physical characteristics, culture, and historical domination and oppression, justified by entrenched beliefs. Ethnicity may accompany race, or stand alone, as a basis for inequality.” (Acker 2006.458).

Verloo (2006) and Verloo (2004) starts by demonstrating how political intersectionality is as significant to other inequalities, such as race, class, ethnicity, gender and sexual orientation. Verloo (2006) argues that the phrase one size fits all regarding equality policies is an incorrect concept.

Clark, et al. (1991) examined race, gender and culture in a cross national study. Their study examined the above aspects from economical, cultural and gender perspectives. Their sample categories originate from Islamic, Marxist, Latin American, African, Asian and Western backgrounds. Their study argues that gender roles are better understood in the context of culturally-defined perspective as well as from an economical perspective.

Acker (2006), Verloo and Lombardo (2007) argue that the concept of intersectionality through its approach to incorporate race and class when analysing gender equality overcame the limitation in the previously discussed feminist movements. Moreover, intersectionality is seen as the up to date analysis of gender equality where within the emergence of globalisation, gender inequality dimensions are been identified differently. Risman (2009) argues that to analyse gender equality in different locations whether these locations are social or geographical, a fixable measurements should be present.

Therefore, the concept of intersectionality is seen as the cure of the limitation of

gender equality as centred around gender only, an argument that will be present in following chapters of this PhD.

The debate of intersectionality seems to be going hand in hand with debating gender equality within the concepts of diversity and equal opportunities. Cox & Blake, (1991) and Cox et al. (1991) argue that the concepts of diversity and equal opportunities have the same influence on incorporating gender equality within different policies and discourses. Therefore, chapter four will review the literature on how gender equality is managed in different approaches within diversity and equal opportunities.

3.7. Conclusion

Chapter three presented an introductory literature review on how gender is rooted within the concept of equality. Moreover, chapter three presented how gender equality evolved within public policies and how each feminist movement led the way for a different public policy discourse.

However, the main feature of discrimination among all movements and theories was gender. Therefore, the need emerged for an approach to take into consideration other discrimination dimensions and there was the introduction of intersectionality. Although the intersectionality approach existed within political science it has been widely adopted by gender equality approaches (Acker 2006).

As a result, intersectionality theory was introduced and aimed to understand gender, not as a single feature of discrimination, but as a combined factor of race and class.

The theory of Intersectionality was presented in this chapter and will be presented in chapter five as such theory proved to be an effective approach to manage gender equality globally, a discussion that will be demonstrated in chapter five. Moreover, the concept of gender mainstreaming proved to be a modern tendency in managing gender equality (Stratigaski 2005 and Walby 2005).

Gender equality is debated in the concepts of diversity and equal opportunities in terms of its management approach. Again, such debate proved to be reflective on managing gender equality in different public policies and discourses. In this aspect chapter four will present the argument of managing gender equality within diversity and equal opportunities (Cox & Blake, 1991 and Cox et al. 1991).

Chapter Four: gender equality management within equal opportunities and diversity

4.1. Introduction

As stated in chapter three, gender equality was developed through different feminist movements a development which led to public policies consideration and appliance. As a result, public policies had to adopt such concepts to legally adapt to the major changes of perceiving gender equality. This adoption by public policies led the implementation of both concepts of diversity and equal opportunity as working mechanisms to manage gender equality (Verloo and Lombardo 2007, Cox & Blake, 1991 and Cox et al. 1991).

Therefore, the concepts of diversity and equal opportunities presented different meanings and different outcomes, a variation reflected on the management approaches of gender equality.

Verloo and Lombardo (2007) argues that diversity proved to be the up to date tendency in managing not only women and ethnic minorities as it is the case in equal opportunities, but also, as an international human resources management tool.

4.2. What are equal opportunities?

De Anca and Vazquez (2007) and Acker (2006) argue that the concept of equal opportunity can be considered to be the consequence of all the different feminist theories and feminism and race movements in the sixties that led to the state to making laws and regulations for the protection of marginalised groups at the time, regarding women and ethnic minorities or ethnic groups.

For Liff (1999) equal opportunities is the approach to put all equality dimensions

which is focused on women and ethnic minorities into managerial practice. The following citation from Liff (1999) supports this argument;

“Equal opportunities policies which detail procedural approaches intended to translate equality objectives into management practices.” (Liff 1999:65)

The applications of equal opportunities can be seen through the development of equal opportunities act in the United Kingdom (UK) and what is called the affirmative action act in the United States of America (USA) (De Anca and Vazquez 2007, Liff 1999 and Acker 2006).

4.3. What is diversity?

Kandola and Fullerton (1994), Gillian, (2004) and Harvey and Allard (2002) argue that diversity is a complexity of differences which include varied perspectives, thus, although diversity is considered to be an approach, there is a unique ideology of each perspective of diversity which forms different complexities.

According to Bartz et al. (1990) the definition of diversity, is “the systematic and planned commitment by organisations to recruit, retain, reward and promote a heterogeneous mix of employees.” (Bartz et al. 1990:321)

Larkey (1996) defined diversity as including differences in race, gender, national origin, ethnicity, ability, and even geographical origin.

De Anca and Vazquez (2007) looked at diversity from an organisational perspective; quoting a definition of diversity from their study: “Diversity is the ability to think, organise, and carry out policies in order to accommodate and make use of various human resources capital, also, to be able to integrate values and principles with decisions. Diversity is both a way of thinking and legitimizing them through

actions, decisions and policies.” (De Anca and Vazquez, 2007:210)

4.4. Approaches to diversity and equal opportunities

Thomas (1990) and McMillan-Capehart (2003) argue that the main practical approach within equal opportunities is the concept affirmative action. Affirmative action refers to the public policies which aim to provide equal treatment for women and ethnic minorities.

Stratigaski (2005) argue that affirmative action policies were first introduced in the late sixties following the women and labour movement in Europe.

Holzer and Neumark (2000) argue that affirmative action and positive discrimination programmes have been implemented for thirty years, both in the UK and the USA. Affirmative action is a procedure, policy or programme aiming to ensure equal opportunities for the people by addressing past or present discrimination.

Verloo and Lombardo (2007) argue that affirmative actions, positive actions and positive discrimination are all public policies introduced in order to eliminate inequalities for marginalised groups represented by women and ethnic minorities. Thomas (1990) argue that affirmative action policies are centred on women and ethnic minorities while there are other inequality dimensions arising but not considered other than being a women or being from ethnic minorities. The following citation of Thomas (1990) supports such argument;

“Women and minorities no longer need boarding pass, they need an upgrade” Thomas (1990:108)

Wingfield (2009) argue that equal opportunities policies resulted in the glass ceiling concept, where women in organisations are highly encouraged to apply for senior

positions but still find many obstacles in their way before, and even after, they have secured a senior position (Hunter and Swan, 2007a, Wahl and Hook , 2007, Colgan et al 2007, Verloo and Lombardo 2007 and Hunter 2005)

In the same aspect, Selden (2006) and Miller and Ronway (1999) argue that despite the movement in the USA to eradicate discrimination against women and ethnic minorities, there are still acts of discrimination taking place. Therefore, affirmative action - or positive discrimination as it is called in the UK - is one of the most clear approaches taken via legislation and could be seen as a way to approach gender equality.

During the last thirty years in both the UK and the USA, it has enhanced the number women and ethnic minorities within the workplace and education (Holzer & Neumark 2000; Naylor & Rosenbloom, 2004). Yet other studies argue that while affirmative action has ensured equality in employment for women and ethnic minorities, it has not succeeded in ending discrimination against women and ethnic minorities after being hired (Sander 2004; Vars and William, 1998).

Therefore, the concept of diversity came into the scene with its flexible approach to include any new emerging inequality aspect (Kirton and Greene 2005 and Hunter and Swan 2007b).

Walby (2005) and Walby (2004) argue that gender diversity is the main approach to manage gender equality.

Stratigaski (2005) states that gender diversity gained its support as a result of the adoption of the concept of gender mainstreaming by the UN second world women conference. In this aspect a reader would ask the question what is the difference

between managing gender equality and gender mainstreaming. The literature highlighted that gender mainstreaming is incorporating gender within all development activities and policies (Walby 2005, Verloo and Lombardo 2007). The researcher views gender equality management as the way of how the incorporation of gender equality is applied.

The following citation from Walby (2005) identifies gender mainstreaming as;

“Gender mainstreaming is a process of revision of key concepts to grasp more adequately a world that is gendered, rather than the establishment of a separatist gender theory. Gender mainstreaming encapsulates many of the tensions and dilemmas in feminist theory and practice over the past decade and provides a new focus for debates on how to move them on.” (Walby 2005:321)

Walby (2005) argues that gender mainstreaming supported the need for the concept of gender diversity. Still, Verloo and Lombardo (2007) and Verloo (2004) argued that gender mainstreaming can be closer to managing gender within equal opportunities. Gender mainstreaming is a concept which aims to incorporate gender equality in all development projects, at this point gender mainstreaming ends.

The researcher values both arguments and sees gender mainstreaming as a very practical approach to manage gender equality. Still, this PhD thesis discuss how diverse dimensions of gender equality can be managed beyond gender mainstreaming. The researcher agrees with Verloo and Lombardo (2007) and Verloo (2004) in considering gender mainstreaming to be more within equal opportunities as defined above by Walby (2005:321). Therefore, this research is about, how gender equality is managed after being incorporated in projects and after applying the concept of gender mainstreaming.

The above arguments of managing gender equality within the concepts of diversity and equal opportunities can be summarised in Kirton and Greene's (2005) table which reflect the approaches of equal opportunities and diversity within the organisational context. In their table Kirton and Greene (2005) describe equal opportunities as the old paradigm where the main focus was on women and ethnic minorities as marginalised groups where is in diversity introduces the new paradigm that is led internally by the organisation and manages all varied factors of differences for the benefit of the organisation in terms of production and effective management.

The Kirton and Greene (2005) study is a leading discussion on using diversity as a human resources tool, such discussion will be detailed in a following section of this chapter.

Table 8 Diversity and Equal opportunities paradigms in Kirton and Greene (2005)

| Equal Opportunities (EO) - the old paradigm | Managing Diversity - the new paradigm |
|--|--|
| <p>Externally driven Rest on moral and legal arguments Perceives EO as a cost operational Operational Concerned with progress Rational organisation model</p> <p>Externally imposed on managers Difference perceived as other/problematical Deficit model Ethnocentric, heterosexist Assimilation advocated Discrimination focus Harassment seen as individual issue</p> <p>Group focused Group initiative</p> <p>Family friendly policies</p> <p>Supported by a narrow positivist</p> | <p>Internally driven Rests on business case Perceives MD as an investment Strategic Concerned with outcomes Internalised by managers and employees. Systematic understanding. Appreciation of organisational culture. Difference perceived as asset/richness</p> <p>Model of plenty Celebrates differences Mainstream adaptation advocated Development focus Harassment seen as organisational climate issue</p> <p>Individual focused Individual initiatives Individual development Employee friendly policies/cafeteria benefits</p> <p>Supported by a wider pluralistic</p> |

Source :Kirton and Greene (2005:116)

4.5. Diversity vs. Equal opportunities

The above section (4.4) argued that gender equality is more akin to a system beyond affirmative action and positive discrimination. Therefore, the concept of diversity is seen as the newer approach (Thomas 1990 and Wingfield 2009). The following section will present both views on diversity and equal opportunities.

Kuhlmann and Bourgeault (2008) argue that diversity is seen more as the newer approach of managing un-protected marginalised categories. The main difference between the concepts of diversity and equal opportunities is the specification of marginalised groups. Sluss and Ashforth (2007) argue that in diversity all forms of varied factors are included and considered as marginalised groups, while in equal opportunities the main marginalised groups are women and ethnic minorities (Liff 1999).

Johns and Green (2009) and Bennett (2009) highlight that equal opportunities and diversity have different agendas and approaches. Researching into both agendas will lead to confusion due to their similar nature. Johns and Green (2009) argue that the first thing that comes to one's mind when faced with equal opportunities is women's rights. Again, this is due to the legislations, such as affirmative action.

Terry (2009) and Lane and McNaught (2009) argue that diversity is seen as a more broader issue than equal opportunities and is concerned with including diversity factors where diversity incorporates the management of women, ethnic minorities,

people with different sexual orientations and disabled people and other new factors that may arise.

Shen et al. (2009), argue that diversity in organisations is still under-researched and under-practised due to the compulsory implementation of equal opportunities employment for marginalised groups. Organisations focus more on taking the laws and applying it as it is, hence, researching the best ways to how to incorporate and manage these laws are still under practiced.

Again, Shen et al. (2009) and Al-Rajhi et al. (2006), highlight that diversity is seen positively for the management of multi-national workforces where it has no obligation and it could be viewed as a competitive advantage and good for the business. Affirmative action on the other hand, is seen more as a regulation to solve a problem, so to some extent, equal opportunities employment could be seen as the negative side of the argument, where it is embraced to correct something that was wrong.

As Kandola and Fullerton (1994), Kandola (2004), Berdahl 2007, Kirby (2006), Wright et al. (2006), Bangerter and Kleiner (2005), Shah and Kleiner (2005), and McMahan and Sturz (2006) and Roth (2007) argue, such categories are legally protected by equal opportunities legislation. Therefore, when new groups of people form what is called a marginalised group, they are considered to fall into the concept of diversity and act as diversity factors.

Still, Adams et al. (2009) argue that even with all the equal opportunities implementation, women are still under-represented in high managerial positions. Adams et al. (2009) stress that it is not that women are not selected, but it is the huge risks that they have to take to work in positions that expose them to greater risks of failure, possibly resulting in their resignation or perhaps discouraging them from

applying for higher managerial positions in the first place.

Gillian (2004) argues that diversity is seen as a pure issue managed internally by the enterprise. Consequently, if a conflict arises it is seen to be more adequate to be resolved within the organisation itself.

In a case study on the British Broadcasting Corporation (BBC) Scotland, Gillian (2004) found that BBC Scotland focused on race as a diversity issue. Taking the BBC Scotland's case study specifically; it raises the question, does diversity tend to focus more on the newly-emerged issues within the organisation? In other words, disabled people, women and ethnic minorities are protected by legal legislation (Kandola and Fullerton 2000, and Roth 2007), but increasing recruitment from different racial backgrounds would be seen to be covering the organisational diversity issue within a global management perspective. So, diversity policies tend to focus on managing the urgent issues until such issues are legally protected.

Hunter and Swan (2007b) and Hunter (2005) in their study highlighted the shift in the UK and Europe from equal opportunities to diversity, which she described as a turn to diversity. Hunter (2005) explained that this is due to the different levels of professionalisation and bureaucratisation, and the variety of activism within the scope of equality, equal opportunities and affirmative action that are shifting to diversity.

However, Hunter (2005) states that equality; equal opportunities and diversity are seen differently by private and public sectors, activists and professionals. Hunter (2005) and Swann et al. (2004) highlight that equality, diversity and equal opportunities are practised by different types of workers, from trade unionists, human resources managers, equality trainers, and educationalists, cross cultural and diversity specialists and professionals. Such practices and understandings of diversity, equal

opportunities and equality by such categories are still under-researched and under-theorised.

4.6. Diversity as a human resource management tool in organisations

As the above sections presented diversity as the up to date approach to manage the different dimensions within gender equality, this section will focus on the management aspects within diversity. Diversity is not related to managing certain categories as in equal opportunities as argued in Kandola and Fullerton (1994), Kandola (2004), Berdahl 2007, Kirby (2006), Wright et al. (2006), Bangerter and Kleiner (2005), Shah and Kleiner (2005), and McMahan and Sturz (2006) and Roth (2007). Diversity can be related to any new dimension that arises and not fitted within the equal opportunities.

Gender equality is seen within equal opportunities actions in terms of recruiting more women. Still, having done that the feminist workforce different dimensions are not managed effectively as there no exact guidelines to follow in terms of equal opportunities actions (Kandola and Fullerton 1994, Kandola 2004).

Therefore, the following section will look at how diversity is incorporated and practiced in human resources management.

Hunter (2005) starts by looking at diversity from a human resources management (HRM) perspective. He focuses on specific categories in which diversity plays a major role, such as: managing women, older workers, immigrants and minorities. Hunter (2005) argues that managing diversity is an internal issue for the organisation to consider, leaving the external part to the legal procedures such as equal opportunities.

In the same aspect, Bouquet et al. (2009) and Mclean (2006) argue that multinational corporations (MNCs) are all about achieving competitive advantage globally, and this lead the MNCs to focus on diversity as a competitive advantage which is vital to establish new markets. The concept of diversity is understood from each market perspectives as it is considered to be a profit factor. Therefore, diversity is more of an internal issue where diversity has no theory to be applied, it is the on the grounds rules that matter and each market presents its own theory.

Taylor (2006) argues that diversity can be a fully external issue based on the macro environment of the organisation; still, in some cases it can be both when racism rules arise where a racist act could be illegal even if it is not stated in written rules. Moreover, Taylor (2006) argues that organisations that depend on their international and overseas markets to maintain or improve their competitive advantage are the most likely organisations to apply diversity within their general policies and discourses and only in human resources management. Bleijenbergh et al. (2009) and Mclean (2006) point out that multi-national corporations' decision- making is influenced by politics and most likely to be influenced by the macro and micro environment. Therefore, accommodating such fluctuations within the organisational context is where diversity applies.

McCann (2006) argues that what challenges managers within MNCs is management of the complexity of diversity within the subsidiaries, and striking a balance between the centralisation of the general policy within the headquarters, and the localisation within the subsidiary itself. Therefore, diversity policies come in two tendencies; first, where they are focused on finding the aforementioned balance between localisation and centralisation, and secondly, establishing diversity practices within the MNC's subsidiaries considering the local culture. McCann's (2006) study showed that the

importance of the subsidiary to the MNCs mostly depends on the strategic implementation of diversity within the whole complexity of the work giving high value to the local culture of the country where the subsidiary operates.

Björkman et al. (2007) and Brewster et al. (2005) argue that understanding good HR practices differ from one country to another where the local environment, managerial style and governance are the most influencing factors in interpreting headquarters policies in local subsidiaries. The aim of their study is to “augment our understanding of why MNC subsidiaries located in various countries differ in the extent to which they have adopted high-performance HRM practices.” Björkman et al. (2007:4). Their study consisted of taking three countries as an example; Russia, the USA and Finland. Institutional theory, and HRM was their core study concept, in which they discussed the different ways in which policies are interpreted after being forwarded to local subsidiaries. Results showed that no matter how the HR force is diverse and how the HR system is logical international MNCs will be affected by the domestic understanding of domestic HR practices and by the governance perspective of the legislation of the working country.

In the same perspective, Mclean (2006), Jones (2006), McCann (2006) and Marber (1995) argue that considering diversity in human resource management practices is not only about managing people from different cultural, regional, educational and any other different backgrounds, it is also about coping with political, socio-economical and other environmental differences. The ability of policies to acquire new approaches is what is really required to effectively manage such diverse workplaces.

Metcalf and Rees (2005) argue that international development agencies are no exception of adopting the local culture and local HR understandings and practice

which include managing gender in an international context. However, Metcalfe and Rees (2005) argue that such international bodies operate on a consultancy or advisory level, whereas the countries only take the initiative and ask for an advice or a consultancy.

The understanding of a diverse workforce differs from one country to another as Wright et al. (2005) argue that applying strategic human resource management in a diverse environment may end up in total failure. Wright et al. (2005) argue that taking the United States of America's strategic human resource management as an example, applying it throughout Europe may not work. It is not only that different practices may conflict in diverse environments; it is also that basic cultural misunderstandings may eventually affect the whole process of international human resource management.

Wright et al. (2005) in their article, highlight the negative consequences of applying general human resource practices incorrectly. They emphasise the important need to apply diversity, not only when organisations are dealing with different employees, but also when dealing with new managerial process, such as strategic human resource management.

Arguing the same point, Utz (2007) and Metcalfe (2007) argue that in considering international human resource management it is not the existence of diversity policies that matter, it is the suitability and the quality of such policies in managing people from different backgrounds.

Baugh (2007) argues that when forming diversity policies to accommodate human resource management some organisations have found that treating all employees based on the same perspective has had a negative effect on the employees. It is

necessary to distinguish between different types of employees, depending on their values.

Baugh (2007) states that a practical example of that is, where workers with different religious backgrounds exist in organisations, it would be commendable to encourage understanding and acknowledgement of different religions, thus promoting feelings of goodwill and self-worth in the organisation.

Baugh (2007) and Levin and Mattis (2006) argue that implementing diversity is no longer considered a human resource department issue. Diversity is seen more as a strategic policy option. Managing diversity is seen as a tool in organisational success rather than an obstacle that should be implemented carefully. Levin and Mattis (2006) argue that diversity within organisations will overcome their lack of applying equal opportunities as diversity eventually will include equal opportunities under its umbrella. Organisations embracing this concept are likely to see that drawing diversity within strategic policy is not just a matter of managing differences within the organisation; it will be seen as a competitive advantage. It is also argued that diversity is not a single method to be introduced to the organisation. Managing diversity is a collaborative concept; to be considered with the development of new organisational tools.

In relation to approaching diversity in recruitment and selection processes, Kandola (2004) argues that organisations on a recruitment level should not require any information about race or gender. This will enable the applicants to feel confident that no discriminating action has been taken.

Baugh (2007), Maier (2005), and Swann et al. (2004) argue that after designing diversity policies, managers should find a suitable way to monitor the implementation

progress, as incorporating diversity can be limited within the policies only. In such approach, Baugh (2007) argues that when an organisation aims to incorporate diversity policies within its system, an evaluation process of such incorporation should go hand in hand to ensure appliance of such policies.

4.7. Conclusion

Chapter four produced a continuing literature from chapter three on the development of gender equality where in the previous chapter three it was highlighted how gender equality acted as an influential tool in public policies. Therefore, chapter four presented how gender equality in public policies has been put into practice through the concepts of diversity and equal opportunities.

The concept of equal opportunities was seen as the next step and the practical interpretation to include gender equality in policies discourse. Moreover, equal opportunities became a policy in itself through positive discrimination acts or affirmative action policies and laws in some countries.

The chapter then reviewed the literature on how affirmative action or positive discrimination was seen as out of date and diversity and gender mainstreaming was presented as the alternative to overcome the equality shortage in positive discrimination or affirmative action. Still, the researcher sees gender mainstreaming as an other name to positive discrimination if gender mainstreaming is not supported by approaches which will truly reflect gender mainstreaming approach.

Moreover, chapter four presented a review of the literature on how diversity was used as a managing tool within international human resources. Diversity was seen as the strategic approach to manage international human resources and MNCs which includes managing gender equality globally. In this section the consideration of the cultural norms were seen as the main aspect in managing diversity, a complexity which will be further analysed within the analysis of this PhD thesis.

Chapter Five: Gender equality development within the international policy context

5.1. Introduction

After reviewing the literature on the development of gender equality in public policy, this chapter will review how gender equality gained its international support and recognition through the adoption of the United Nations within the world women conference.

This chapter will aim to present gender equality within the context of international policies and conventions. The United Nations is a leading and a key organisation in presenting gender equality (Verloo and Lombardo 2007, Verloo 2004), therefore, different UN conferences and actions on gender equality will be presented. Moreover, gender equality within the European Union is enriching the development of managing gender equality within different policies discourse (Walby, 2004). Therefore, gender equality within different EU countries policies will be presented.

Before presenting this chapter it is essential to highlight that the literature on gender equality management is very limited due to the fact that gender equality management is considered a relatively new concept within the literature. Such argument is supported by the following citation from Verloo (2004);

“Gender Mainstreaming is a recent strategy, and the few studies that exist at the moment stress that it is too early for evaluation. There are only a limited number of more reflective studies, and very little academic research.” Verloo (2004:2)

5.2. Gender equality international recognition

This section is an overview of how gender equality gained its international recognition and became an effective policy tool. Verloo (2004) and Verloo and Lombardo (2007) argue that before the first world women's conference there was discrimination against women act which was based at the United States of America which required state appliance of such act and little international attention. After such a conference, discrimination against women became what is called - gender equality- a call to all member countries, and then a request to all countries, to enhance women opportunities in development.

Therefore, this section will provide an overview of what brought gender equality into the international policy discourse and equipped it with international support.

This section is referenced to the general United Nations website and to the United Nations Entity for Gender equality and the Empowerment for Women.

5.2.1. First World Women's Conference

The first world women's conference event on gender awareness was convened in Mexico City (1975) and organised by the UN. The event was the consequence of the UN's established decade of women (1975-1985) which was announced formally at the first world women conference and which aimed to remind the international community of the ongoing discrimination against women and open an international dialogue on women's advancement and gender equality. The conference was organised and supported by the UN and focused on international awareness of gender's relation to develop new oriented goals, strategies and action plans for the

advancement of women.

Finally the conference led to the establishment of the International Research and Training Institute for the Advancement of Women (INSTRAW) and the United Nations Development Fund for Women (UNIFEM), which serve as an institutional framework for research, training and operational activities in the area of women and development.

As it was argued by Verloo (2004) and Verloo and Lombardo (2007) the first world women conference brought gender equality to the international scene. Moreover, by announcing the decade of women, such an announcement formed an international commitment by the UN to consider gender equality as a development goal.

5.2.2. Second World Women Conference

This conference took place in Copenhagen in (1980) the middle of the women's decade which was announced by the UN at the first world conference. The second world women conference main objective was to integrate all gender equality aspects within the process of development. Moreover, the conference, requested from all UN agencies to take into consideration gender equality in all aspects of their programming initiatives.

Stratigaski (2005) argues that one of the main contributions of this conference is recognising the concept of gender mainstreaming in development policies. Gender mainstreaming existed within the literature and was seen as the new tendency of affirmative action. Still, gender mainstreaming was not internationally recognised until the second world women's conference.

5.2.3. Third World Women's Conference

The Third World Women's Conference was held in Nairobi in Kenya in (1985). The conference was organised by the UN and aimed to review the past conference which was held in Copenhagen and to review the achievements and implementations of the announced decade of women declared by the UN.

Besides focusing on women literacy this conference came with a resolution adopted by the general assembly of the UN to implement the outcomes of this conference which focused on the socio-economic needs to integrate gender equality in participating countries. Moreover, this conference focused on integrating gender equality within the different resources of the participating countries. Therefore, this conference could be seen as moving gender equality from the international sphere to the local governments' sphere of the participating countries.

5.2.4. Fourth World Women's Conference

In the Fourth World women Conference, which took place in Beijing, China in (1995), more attention was given to what called the gender equality dimensions, such as family status, economic background, health, education and protection of minorities. Stratigaski (2005) argues that all dimensions were considered as gender equality development factors.

The fourth world conference was seen the largest world women conference in terms of countries' participation. This conference enhanced the coordination of participating countries governments with the UN development agencies in terms of enhancing women decision making and women participation within political and economic life.

5.3. Gender equality development within the world women conferences

This section introduce the researcher understanding of the development of gender equality within the world women conferences.

Agreeing with Verloo (2004), Stratigaski (2005) and Verloo and Lombardo (2007) gender equality was internationally brought to light by the UN world women conferences. Such development was not only conceptual referring to the understanding of the meaning of gender equality; it was political by the conferences commitment requests to the participating countries and the different UN agencies to consider gender equality. Such political support came to its peak when the UN announced gender equality as the third millennium development goal (MDG).

A person would ask a question of why gender equality was not given such political support before the first world women conference. The answer is provided by looking at the world women conferences, although gender equality was given political support in the first women conferences it is not, as nowadays. Stratigaski (2005) and Verloo (2004) argue that although the first world women conference held in 1975, gender equality was not announced as the third MDG until the year (2000). Therefore, gender equality is like any other concept, it develops.

One of the examples of the development of gender equality within policies and discourses is the ongoing research of gender equality within EU policy discourses. The following section presents the available literature on such matters.

5.4. Gender equality within the EU political discourse

In the very limited literature provided on gender equality within the EU policy discourse, such literature considered the UN as the guiding organization on gender

equality development (Verloo 2004, Verloo and Lombardo 2007).

Lombardo and Meier (2008) and Walby (2004) argue that gender equality within the EU is facing different challenges in terms of uniting gender equality policies for the EU countries. Policies relating to gender equality such as family policies and gender mainstreaming have different dimensions and different challenges in different EU countries. Therefore, considering having a united gender equality policy within the EU can threaten the efficiency of such policy.

In the same aspect Bleijenbergh and Roggeband (2007) argue that gender equality management is one of the essential aspects to consider in public policies in a political and economical union such as the EU.

Lombardo and Agusting (2011) argue that the concept of intersectionality is one of the best approaches to manage gender equality within the EU countries. Still, race, class and gender are still treated separately within the EU. Please refer to section (3.6) in chapter three for a discussion on intersectionality.

Moreover, Winker and Degele (2011) argue within the same aspect that, in the case of the EU, intersectionality may be the best approach to manage gender equality. Intersectionality is a concept that may incorporate other dimensions beside race, gender and class such as nationality, sexuality. Therefore, applying such concept as a management approach of gender equality in the EU may prove to be an efficient policy discourse.

By looking at the two contexts of managing gender equality, the UN and the EU, it can be realized that although both concepts are managing within international contexts, still both approaches are based on different variables. The UN are more

concerned with incorporating gender equality in different development plans and policies where as the EU is more concerned with fostering gender equality within policies and discourses. Moreover, the EU is dealing with a united set of policies where the UN deals with different countries' policies.

5.5. Knowledge gap

The literature review in this PhD thesis was based on three main strands divided in three chapters. Therefore, the knowledge gap will be presented in relation to each strand of the literature.

In chapter three it can be addressed that the evolvement process of gender equality was theorized in the western part of the world. Still, this could not be seen as a knowledge gap as the researcher is not questioning why gender equality was developed in a certain region. Still, this PhD thesis could be seen as a continuous development of gender equality in the Middle East region focusing on Jordan and Egypt where this PhD thesis field work was carried out. In this aspect the third research question focuses on revealing the extent to which cultural dimensions affect managing gender equality. Therefore, to overcome this gap chapter six will analyze the status of gender equality in both Egypt and Jordan in order to prepare the reader and give him an insight on what are the affecting cultural dimensions of managing gender equality.

In chapter four the literature reviewed the further development of managing gender equality and how such development was practically approached in equal opportunities and diversity. Such debate of managing gender equality within equality and diversity did not provide a clear indication on the current exact approaches in which gender equality is. Is it equal opportunities or diversity? Again, this was highlighted in the

literature as a still ongoing debate. Therefore, in the analysis part of this PhD thesis managing gender equality within both concepts will aim to be revealed. Furthermore, one of the direct questions of the interviews is centered on revealing participants views on such debate which will be reflected on in the analysis.

In chapter five, gender equality was reviewed in terms of its development within international policies discourse. Chapter five focused on the international support and recognition provided by the United Nations world women conferences. Still, a practical understanding of how gender equality is managed cannot be seen within the reviewed literature (Verloo 2004).

Therefore, the researcher is committed to contribute to the development of gender equality as one of the MDGs and one of the basic international development issues. Hence, this PhD thesis will aim to investigate gender equality management and to present a systematic understanding on managing gender equality within UNDP/UNFPA offices in Jordan and Egypt.

5.6. Conclusion

The world women conferences are the first world conventions on gender equality, placing the UN in the lead, as a key player in shaping the structure of gender equality. The first world women's conference led to the establishment of INSTRAW and the UNIFEM, which are now well established institutions for gender equality development.

In considering the acts announced at each of the conferences it can be argued that the conferences highlighted the challenges faced by women gradually.

It was at the first women's conference that the decade of women was announced which aimed to present gender equality as an international commitment. In the second world conference for women, the conference focused more on evaluating previous commitments and ensuring the working plan was fully implemented.

Third world conference for women focused on women's literacy and the mobilization of indigenous resources, as well as on issues relating to the role of women advancement in economic and political decision-making, population, the environment, information and science and technology. Therefore, the third conference can be seen to moving from general guidelines to specific needs to promote gender equality.

The fourth world women conference introduced plans for governments and delegation countries for gender equality and participation in decision-making in coordination with the UN development agencies. Of some significance in the fourth women's conference was the focus on other gender equality dimensions, such as the economical status, family status and minority protection for women, and highlighted

such aspects as related dimensions in women's advancement.

Such development of gender equality was presented in the EU different policies discourses. Such development was seen as more of a challenge in uniting gender equality within the policies of the EU member states. Intersectionality was an emerging concept within gender equality in the EU a concept which was presented as the most suitable management approach to the different gender equality dimensions.

Although this chapter was limited by the quantity of the reviewed literature, still, the researcher considers his research as continues step in terms of the development of gender equality. This chapter presented the international background of gender equality then the ongoing debate of incorporating gender equality in different policies and discourses and this research is aiming to focus on investigating gender equality management and in presenting a systematic understanding of managing gender equality within the UNDP/UNFPA country offices of Jordan and Egypt.

As this chapter is the conclusion of the literature review, the researcher finds it efficient to highlight the main dimensions generated from the literature review and will be reflected upon the analysis of this PhD thesis;

- a. **Managing gender equality within Intersectionality:** This concept was introduced in chapter three where gender equality was presented with its first attempts to be brought into the scene of public policy. In chapter three it was highlighted how each of the feminism tendencies contributed to different public policies and discourses. As a result the concept of intersectionality came into view to analyse gender alongside race and class, a concept which is still taking place within managing gender equality in different contexts. A clear example of such a

concept is the EU attempts to mainstream gender equality within the diverse policies and discourses within its context as it has been highlighted in this chapter. Moreover, intersectionality proved to be a more flexible tendency in managing gender equality where more dimensions can be included beside race, gender and class.

- b. **Managing gender equality within diversity and equal opportunities:** This discussion was presented in chapter four. As a result of the continuous development of gender equality presented in chapter three different policies and discourses approached gender equality management based on equal opportunities and diversity concepts. Each approach presented different perspectives of managing gender equality. Moreover, such concepts presented the nowadays approaches of managing gender equality such as the positive discrimination. Gender mainstreaming, a concept which took place within the discussion in chapter four, is seen by the researcher as a very practical approach to managing gender equality.
- c. **Gender equality within the international organisations context:** In chapter five, gender equality was looked at from its international recognition and saw how gender equality gained its international development reputation. In this aspect and through the reviewed literature the UN was seen as the leading organisation in presenting the concepts of gender equality within the international context (Verloo and Lombardo 2007), still such concept is still under researched (Verloo 2004). Furthermore, the approaches of managing gender equality within the EU was reviewed and presented in order to take a

second example to the UN in terms of managing gender equality within international policies and discourses. Though, comparing both contexts the UN and the EU was not possible due to the different backgrounds of the two organisations. Reviewing the EU attempts to manage gender equality presented the concept of intersectionality in managing gender equality, a concept which is seen as a possible solution to overcome the diversity of managing gender equality in international policies and discourses.

Chapter Six: gender equality country analysis of Jordan and Egypt

6.1. Introduction

The country analysis chapter will aim to analyze the different dimensions of gender equality in Jordan and Egypt where the field work of this PhD has been conducted.

Accepting the arguments of Verloo and Lombardo (2007), Wahl and Hook (2007), Risman (2009) and Acker 2006 that gender equality is based on different dimensions which shape its meaning, understanding and practice and that these dimensions are changeable in their time and locations. Therefore, this chapter is presenting the current situation of gender equality in Jordan and Egypt and will be framing the dimensions that are shaping gender equality at the period this PhD thesis was conducted.

This chapter will be following critical frame analysis to analyze and present the frames results of gender equality country analysis in Egypt and Jordan. Such approach is following Verloo and Lombardo (2007) study on framing the diversity of gender equality practices and understandings in the EU members' states.

This chapter is the first stage of the analysis for this thesis. The second stage will be based on analyzing the UNDP/UNFPA policy reports and documents to present the agencies perspectives on managing gender equality. The third stage will be based on analyzing the UNDP/UNFPA staff perspectives through the conducted interviews.

6.2. Aim to be achieved from writing this chapter

The aim of this chapter is to map out the dimensions to be considered when analyzing gender equality management in Jordan and Egypt. Therefore, this chapter

will aim to reveal these dimensions and contribute to answering the third research question which is;

“Does a cultural dimension in different countries affect managing gender equality in these country offices and are these dimensions taken into consideration when managing gender equality?”

6.3. Using critical frame analysis

The country analysis chapter will follow critical frame analysis approach in analyzing the data where different dimensions of gender equality in Jordan and Egypt will be framed.

The aim of using critical framing approach is to focus on revealing the diverse understandings and affecting dimensions of gender between Jordan and Egypt (Verloo and Lombardo 2007).

The analysis was assisted by using computerized software called Nvivo in order to achieve the maximum use of the large quantity of words in the analyzed policy reports. The process of conducting critical frame analysis approach and using Nvivo is detailed in sections (2.10), and (2.19.1) in chapter two.

Following critical frame analysis, both countries frames will be analyzed separately and will be compared to present differences and similarities. Following that, a table of comparison will be presented.

The frames that have been addressed and will be analyzed are;

1. The economical structure of gender equality

2. The educational structure of gender equality
3. Social structure of gender equality
4. Gender equality within public policy
5. Gender equality in political participation

6.4. Choosing frame analysis for this chapter

The choice of frame analysis for this chapter came from similar studies on gender equality country analysis.

A study was conducted by Hafner –Burton and Pollack (2000) on framing gender equality within the European Union member states. The study identifies frames that are related to gender equality applications within the public policies. The frames are;

1. Employment and social affairs
2. Science research and development
3. Competition
4. Structural funds

Hafner –Burton and Pollack (2000) study focused on strategic framing which refers to the adaptations of different actors of the public policy to certain frames to achieve their goals an approach which was followed in other chapters of this PhD as detailed in section (2.9) in chapter two.

Another review study conducted by the Institute for human sciences in Vienna (2007), the study reviewed the status of gender equality in twenty nine countries of

the EU member states. The study identified the guiding criteria in coding texts within the main chosen documents to be analyzed and again such criteria were followed in identifying the main frames related to gender equality within the twenty nine states as the follows;

First the main guidelines

1. Coding texts that integrate the most current and most recent issues related to gender equality.
2. Coding texts that not only highlight most dominant issues on frame analysis but also other related issues which are not necessarily frequent but effective.
3. Aim to code texts that can be compared.

The sub criteria;

1. Gender and equality legislation, and Gender and equality machineries
2. Non employment
3. Intimate citizenship

Another study which conducted critical frame analysis which is an analysis to addresses the diversity of understanding of gender equality in EU countries. Such approach were conducted by Verloo and Lombardo (2007) highlighting the different practices and understandings of gender equality in the EU member states which may affect forming a united EU policy on gender equality. This approach complies with what this chapter aims for whereas highlighted; chapter six aims to present what are the different dimensions of gender equality in both Egypt and Jordan. The following is a quotation from Verloo and Lombardo (2007) study where they defend their

choice of critical frame analysis;

“Critical frame analysis appears particularly suited for the study of the diversity of meanings of gender equality in policy practice across Europe, as the purpose of this methodology is precisely that of mapping the different ways in which an issue is framed”. Verloo and Lombardo (2007:37).

Therefore, the researcher will follow the main guidelines used by the Institute for human sciences (2007) presented above and the critical approach of frame analysis used by Verloo and Lombardo (2007) study in coding and analysing the reports of this chapter. The details on the process of using Nvivo frame analysis in this chapter are highlighted in sections (2.10, 2.19 and 2.19.1) in chapter two.

Again, based on the main objective of this chapter which is presenting the current dimensions of gender equality in both Egypt and Jordan, each countries frames will be presented separately, though, frames results of both Jordan and Egypt analysis will be compared to each other in section (6.7.) The main aim of using frame analysis is to extract the results out of the data analyzed through linking different frames results in order to contribute to presenting this research results where such presentation will take place in chapter nine. The researcher will accept that the results emerged of this chapter as the dimensions of gender equality in Jordan and Egypt and will refer to such results in the following analysis chapters.

6.5. Source of data

The source of data for this chapter was based on the secondary data of four UNDP published reports. Two reports were chosen for each country to analyze the different dimensions of gender.

The reports chosen to be analyzed are;

1. Jordan human development report: Building sustainable livelihoods, published by the UNDP (2004).
2. Second national millennium development goals report on Jordan, published by the UNDP in (2010).
3. Egypt human development report: Youth in Egypt building the future, published by the UNDP in (2010).
4. Egypt's progress towards achieving the millennium development goals, published by the UNDP in (2010).

The above reports were chosen based on the following criteria steps developed by the researcher in order to affectively achieve the aim of this chapter; please refer to section (2.19) in chapter two for a detailed discussion on the selection criteria of the analyzed reports.

1. UNDP reports
2. Up to date information
3. Relevancy of the reports
4. Countries partnership in presenting gender equality

6.6. Chapter six frames results presentation

The frames resulted from the analysis will be presented for each country separately. Moreover, in section (6.7) a comparison table between each of the countries frames results will be presented. Chapter nine will then link frames in both countries to link

frames in this chapter to frames in chapter eight where the analysis of the participants' perspectives will take place.

6.6.1. Framing gender equality in Jordan

Gender equality in Jordan can be seen as promising based on the analysed reports which are produced in partnership with Jordanian governmental bodies. Gender equality in education enrolment is achieved where in public policy and political participation the status of gender equality is very promising having rising numbers of females in senior political and legal positions. Still, cultural dimensions are a major cause in low engagement of women in some sectors, although, these cultural dimensions are more sensed in the rural areas of Jordan. The following frames are referenced within both reports on Jordan HDR (2004) and MDG (2010).

6.6.1.1. Social structure of gender equality

Jordan reached a population of (6,508,887) (Central Intelligence Agency 2012) of which (70%) are under the age of (29) and (30%) of the population are located in the urban areas of Jordan. Male to female ration in Jordan is (1.1) (HDR of Jordan 2004).

Women in Jordan, based on the Middle Eastern culture, are responsible for the wellbeing of all members of the family a duty which should be practiced at home. Such a statement is seen more in the rural areas of Jordan where cultural considerations are more valued when compared to urban areas.

Cultural aspects present females as dependants on men and their resources should be controlled by their male guardians. Though, such cultural aspects are not based on any written laws where in contrast the constitution presents both man and woman as equal in all rights in Jordan.

Personal status law in Jordan forbid marriages under the age of (18) for girls, still, there are cases where girls are married at the age of (14 and 15) such marriages can not be banned by the authorities as they comply within the cultural aspects of the tribes unless one of the parties issued an official complain.

Cultural norms and customs in Jordan have a high value dimension and influence behaviour and people especially in the rural areas in Jordan. It can be linked to not enrolling females in higher education, vocational training, labour and political participation of women where all such roles are seen as male responsibilities as it will be discussed in following frames.

Again, boys are seen the guardians of females' honour and the source of the family or the tribe pride. The following is a quotation of HDR of Jordan (2004) summarise the above discussion.

“From the outset, girls are disadvantaged by the fact that a higher value is placed on boys than girls within the family. Girls complained that the boy is referred to as “prince” (*amir*). From an early age, girls are socialised into defined and restricted gender roles. Within the household, their access to resources tends to be controlled by male members of the family”. HDR of Jordan (2004:111)

6.6.1.2. The educational structure of gender equality

Gender equality is achieved through most levels of education in Jordan where the overall enrollment of females are equal to males and sometimes it is even higher in some sectors of education.

“The female to male ratio (FMR) in basic, general secondary and academic secondary education stood at 96, 110 and 118 females per 100 males respectively, in 2009”.

(Jordan MDG report 2010: 48)

This equality of gender in education is due to the focus of public policies in supporting the education of females through free education policies and education encouragement publicity campaigns.

Still in rural areas of Jordan long distances to travel to schools can be seen as a barrier to girls from proceeding through their education due to cultural and economical reasons. Females are not supposed to be away from their houses according to the regional culture in some parts of Jordan. Again, commuting to long distances can be seen as an economical burden on the families.

Moreover, vocational education is the lowest stage of education in terms of gender equality; again this is due to cultural aspects where academic education is seen more suitable for females and vocational education is more suitable for males.

Again, gender equality is achieved through university and higher education levels where as shown in the below figure quoted from the MDG report on Jordan (2010) female to male ratio increased sufficiently between the years (1991-2010).

Figure 5 Female to male ratio in education in Jordan

| Female to male ratio in: | | | | | |
|--------------------------|-------|-------|-------|-------|-------|
| School year | 91/92 | 94/95 | 99/00 | 04/05 | 09/10 |
| Humanities | 89 | 71 | 104 | 110 | 119 |
| Scientific specialties | 64 | 53 | 60 | 60 | 87 |
| State universities | 86 | 74 | 123 | 135 | 131 |
| Private universities | 38 | 39 | 56 | 46 | 48 |
| Universities | 87 | 95 | 97 | 100 | 104 |
| Community colleges | 123 | 178 | 216 | 157 | 137 |
| Higher education | 104 | 116 | 112 | 106 | 107 |

Source: MDG report on Jordan (2010: 48)

6.6.1.3. The economical structure of gender equality

According to the human development report on Jordan (2004) gender equality within the economical structure exist everywhere in the world and Jordan is no exception of such inequality.

Jordan gender-related development index (GDI) has improved by (2.7%) between the years (1997-2002). Moreover, female participation in the labour force increased (16%) between the years 1990-2002. Still, female unemployment rates are still (50%) of the qualified working female numbers of Jordan. The following figure quoted from the MDG report on Jordan (2010) summarise the above statement.

Figure 6 Female to male ratio in economical participation in Jordan

| Year | Economic participation rate | | Unemployment rate | |
|------|-----------------------------|--------|-------------------|--------|
| | Male | Female | Male | Female |
| 1991 | - | - | 14.5 | 34.1 |
| 1995 | - | - | 13.0 | 29.1 |
| 2000 | 66.1 | 12.3 | 12.3 | 21.0 |
| 2005 | 64.4 | 11.7 | 12.8 | 25.8 |
| 2009 | 64.8 | 14.9 | 10.3 | 24.1 |

Source: MDG report on Jordan (2010:50)

Although more females are entering the agriculture labour work force, still it is seen by their families that such working environment is not suitable to their gender based on the cultural beliefs. Moreover, such working environments are underpaid compared to other working forces sectors.

Furthermore, Jordan has no legislative barriers for females to enter the labour force still there is a gender gap exist in both employment and the participation rates within the labour force as it has been illustrated in the figure above. This can be due to the mismatch of females' major studies in their education and the market needs and to the low capacity of the Jordanian markets to absorb new entrants. Moreover, this can be linked to the first frame discussion where it was highlighted that females' participation is low within the vocational education due to cultural aspects. Therefore,

sectors with need to vocational training qualified staff will mainly depend on recruiting males.

6.6.1.4. Gender equality in public policy

Women movement in Jordan has been successful in uniting women properties and demands raised by the national commission for women which is the agreed on umbrella for all feminist societies in Jordan. Such commission is supported by the government and the political leadership in Jordan headed by his Majesty King Abdullah the second and her Majesty Queen Rania Al Abdullah of Jordan.

The following is a quotation from the MDG report on Jordan (2010) summarising the national strategy on women empowerment;

- “Work towards enhancing social attitudes that widen education choices available to women;
- Increase women’s contribution to economic activities and render women and men equal partners in development;
- Ensure the principle of equal opportunity in procedures for employment, promotion, and training at public and private institutions;
- Develop programmes that ensure women’s political, economic and social empowerment;
- Increase women’s enrolment rates in education, rehabilitation and vocational training programmes;
- Enhance female representation in elected councils;
- Ensure increased involvement by women in official decision-making

and policy-making positions; and

- Enhance representation of women in faculty and academic leadership positions at the university level”. Quoted from the MDG report on Jordan (2010:47)

The above strategy aims are focused on different gaps within women advancement still, there were no clear mechanism on how to practically interpret such aims. Moreover, the MDG report on Jordan (2010) highlights that such strategy does not propose certain bodies to implement it and furthermore it doesn't propose an evaluation method following up mechanisms or bodies to measure the extent of its application on grounds. Therefore, the same report suggests that a big part of improving the status of gender equality within the public policy of Jordan is achieved, still, there is a long way to go.

6.6.1.5. Gender equality in political participation

Gender empowerment measure value (GEM) in Jordan improved from (0.220 to 0.297) between the years (1995-2002). Such improvement resulted in a rise of female numbers in senior administrative positions in the government bodies from (9.6-9.9). Still, such percentages are limited to public employment where there are no official figures on female employment in private or NGOs sectors.

Again, Jordan diplomatic corps consist of (12.8%) of females which is a leading example in the region. Moreover, there are sectors which have high employment rates of females within such as the educational sector and healthcare sector.

Legal sector in Jordan consist of high number of females positioned as judges which is a leading example in the region as one of the few first countries in the region

to assign females to such legal positions.

As mentioned earlier the political leadership in Jordan support women empowerment programs and focus on the engagement of females within the public actions and decision making. Such support is a major cause of gender equality advancement in Jordan.

The following quoted figure from the MDG report on Jordan (2010:49) demonstrate the above discussion, though, the presented percentages are more focused on the public engagement of women in Jordan leaving the private and NGOs sectors with no official numbers.

Figure 7 Women participation in public positions in Jordan

| Indicator | 1990 | 1993 | 1995 | 2000 | 2005 | 2008 |
|---|------|------|------|------|------|------|
| Female participation in all forms of local governance | - | 0.5 | - | 4.4 | 10.0 | 27.4 |
| Female participation in ministries | 4.8 | - | - | 3.4 | 10.5 | 14.3 |
| Female participation in the diplomatic corps | 2.3 | - | 2.4 | 3.8 | 9.8 | 17.2 |
| Female judges to total judges | - | - | 0.2 | 1.2 | 2.8 | 6.2 |
| Female participation in professional associations | - | - | 19.2 | 19.2 | 22.5 | 22.7 |
| Female participation in trade unions | 5.0 | - | 5.0 | 10.0 | 15.0 | 21.0 |

Source: MDG report on Jordan (2010:49)

6.6.2. Framing gender equality in Egypt

Gender equality development in Egypt is supported by the government, still there are lack of practical mechanism to apply gender equality strategies. Again, and according to the analyzed reports, cultural norms and poverty are major barriers to gender equality development. Such barriers are more noticed in the upper part of Egypt which consists of the rural parts of the country. Moreover, the phenomenon of sexual harassment is forming a growing concern in Egypt which is affecting the development of gender equality. All following frames data are referenced within both analyzed reports on Egypt, HDR of Egypt (2010) and MDGs report of Egypt (2010).

6.6.2.1. Social structure of gender equality

Egypt population is (83,688,164) (Central Intelligence Agency, CIA Fact book 2012) where (40%) of this population lives within the upper part or the rural part of Egypt. Male to female ration in Egypt is (1.03) (HDR of Egypt 2010).

There are direct cultural aspects which considered as major barriers to gender equality in Egypt. Early marriages is one of the first barriers where girls are put pressure on in order to get married between (16-18) years of age in order to ease the economical pressure on the family and preserve her and the family honour. Such acts are more common in the upper part of Egypt where marriages are seen as a way to add more employees to the none- paid agriculture family businesses.

Women are restricted to their houses serving the needs of the family where males are seen as the guardians of the family honour and the family production for participating in public life.

Sexual harassment is one of the major barriers of women participation in the public life. Such phenomena is widespread in both upper and lower parts of Egypt exposing women to fear engaging in private jobs and using public transportations. The following quotation from Egypt human development report (2010) demonstrate this argument.

“Sexual harassment is a new phenomenon in Egypt and is often ascribed to a breakdown in traditional behavior.¹³ Survey results indicate that 50% of young women respondents had been subjected to sexual harassment, whether verbal or physical, and frequently by strangers, in public transport, in the street or by colleagues at work.” Egypt HDR (2010:7)

6.6.2.2. Education structure of gender equality

Gender gap in girls to boys in primary and secondary education is likely to close by (2015) which is the deadline to achieve the MDGs assigned by the UN. Disparities were illuminated in urban areas of Egypt it still very noticeable in the rural parts of Egypt. Again, the illiteracy gender gap is expected to close by (2015); still, this is not the case in the upper part of Egypt.

University and pre-university education gender gap is expected to be closed by (2015) in theoretical colleges where in scientific colleges it is still expected to exist.

Ratio of females to males in technical education improved from (74%) in (1990/1991) to (85.7%) in (2002/2003) and expected to reach (100%) by (2015).

There are good practices toward enhancing the quality of females' education such as adopting girls improved learning outcomes initiative in collaboration with the United States Agency for International Development (USAID). An initiative presented by the

USAID to enhance materials for girls' education including training courses for the teachers was adopted by the Egyptian government and ministry of education.

6.6.2.3. Economical structure of gender equality

Egypt has one of the lowest female labor participation in the world where it came as a country number (120) out of (128) countries. Moreover, there is a huge pay gap in the private sector which leads females to work within public sector (Egypt HDR 2010).

Poverty is one of the main development issues in Egypt and especially in the upper part which is the rural part of Egypt. (77%) of poor people live in the upper part of Egypt and female form a large portion of such percentage due to none paid family jobs and low wages agriculture jobs (Egypt HDR 2010).

Poverty lead females to withdraw from primary education to serve the family needs and work in none paid agriculture business owned by the family, where such act is increasing the level of poverty.

Formal unemployment for females' form (4.3) times more than male unemployment and such percentage is believed to be still increasing (Egypt HDR 2010).

6.6.2.4. Gender equality in public policy

Egyptian constitution addresses equality for both women and men in any public policy, still, females are more seen in less visible fields in the public life of Egypt.

Enhancing public participation of females will have to start in changing cultural norms and sanctioned roles in the community as cultural dimensions have direct effect on women participation in the public life.

The following paragraph quoted from the human development report on Egypt (2010) support the above argument; “If girls and young women are to become increasingly more active in the community, then an adjustment to their currently sanctioned role is required, particularly in the public sphere, where their absence is felt most acutely”. Egypt HDR (2010:96)

The government is investing hugely in enhancing women participation in public policy where 940 million Egyptian pounds were invested by the national council of women. Moreover, new election law was established allowing (64) seats for women in the people assembly council. Still, major barriers exist in women participation in public life such as access to credit and loans for women in order to fund their campaigns and cultural and economical barriers.

6.6.2.5. Gender equality in political participation

Women participation in the house of parliament is relatively low where elected females represent (2%). Again, it is the case in the municipal elections where elected females represent (6%) of the council. Therefore, the (50 %) gender equality is not expected to be achieved by (2015) (Egypt HDR 2010, MDGs Report on Egypt 2010) .

Some senior public positions are limited to male candidates only as argued in the following quoted paragraph from Egypt human development report (2010); “Decision-making positions such as state governor, head of a syndicate, or president of a university are largely seen as strictly male territory, although some progress has been made in appointing women to supporting roles, such as university deanships and university vice presidencies. Egypt HDR (2010:97)

There is lack of practical mechanism to enhance women political participation in

Egypt alongside removing cultural and economical barriers.

6.7. Comparing gender equality in Jordan and Egypt

The cultural norms are the general effective dimension on the structure of gender equality in both Jordan and Egypt. Though, cultural dimensions differ in their context in both countries. What can be generalized on both countries in terms of cultural dimensions that it is valued more in rural areas and the favoritism of boys over girls. Again, cultural dimension is a main barrier for females to participate in the public life.

The Egyptian cultural effect on gender equality is clearer due to the larger number of rural areas in Egypt and larger portion of the population living in such areas compared to Jordan. Furthermore, sexual harassment is a visible cause of gender inequality, where in Jordan sexual harassment is a minimal issue.

In terms of the educational structure of gender equality both countries are expected to reach gender equality by (2015) which is the deadline to achieve the MDGs assigned by the UN. In both countries the cultural dimension is a major cause of not enrolling females in education. Still, in Jordan technical or vocational education is looked at as a not appropriate field for females where in Egypt, ratio of females to males in technical education is almost equal.

In terms of the economical structure both countries have not achieved gender equality in employment or public participation. Egypt gender gap is clearer than Jordan and this is due to the larger population and the larger amount of rural areas population.

Both countries suffer from lack of practical mechanisms to enhance women engagement in public life. Again, sexual harassment is a major cause of not enhancing

women participation in public life in Egypt an issue that was considered as minor in Jordan.

In term of public policies both countries constitutions see both women and men as equal and both countries are supporting the participation of women in related public policies and support the national bodies of women. Still, both countries public policies suffer from lack of practical mechanisms to enhance women participation in public policies. Jordan political leadership support of gender equality public policies are more noticed than Egypt based on the analyzed reports.

In terms of gender equality in political participation Jordan is considered a leading example in the region in terms of having females in senior diplomatic and legal positions, where as in Egypt some of the senior positions are limited to male candidates. Moreover, governmental support for enhancing females to engage in political life is more noticed in Jordan through the political leadership support.

In the reviewed reports a reference was always made to the general gender gap of both countries, such gap is reflected upon the gender gap rank of the countries. According to the Responsible for Equality and Liberty (R.E.A.L) (2009) Jordan came the country 115 out of 134 ranked countries, whereas Egypt came as 126 out of the 134 ranked countries.

The following table (9) will present the available statistical percents of each of the above discussed frames for both countries

Table 9 Summerizing and comparing frames in Jordan and Egypt

| Country | Social structure of gender equality | Economical structure of gender equality | Educational structure of gender equality | Gender equality in public policy | Gender equality political participation |
|----------------|--|--|--|---|--|
| Egypt | <p>Cultural dimensions are seen as major barrier to gender equality and more sensed in rural areas.</p> <p>Sexual harassment is a growing social phenomenon preventing women participation in public life.</p> <p>Male to female ration in Jordan is (1.1)</p> | <p>Gender equality is not achieved.</p> <p>Poverty is a main barrier for gender equality.</p> <p>Female unemployment is (4.3) times more than male unemployment.</p> | <p>Female enrollment in technical education in high.</p> <p>Expected to reach gender equality by (2015).</p> | <p>Government is supporting women engagement in public life.</p> <p>Lack of practical mechanism.</p> <p>Constitution presents both women and men are equal.</p> | <p>Not expected to reach gender equality by (2015).</p> <p>Some senior positions are limited only to men.</p> |
| Jordan | <p>Cultural dimensions are seen as major barrier to gender equality and more sensed in rural areas.</p> <p>Male to female ration in Egypt is (1.03)</p> | <p>Gender equality is not achieved.</p> <p>Lack of practical mechanism.</p> <p>Female unemployment rates are still (50%) of the qualified females</p> | <p>Poor enrollment in vocational education.</p> <p>Expected to reach gender equality by (2015).</p> | <p>Clear support from the political leadership. Lack of practical mechanism.</p> <p>Constitution presents both women and men are equal.</p> | <p>A leading example in presenting women in senior diplomatic and legal positions.</p> <p>Clear support from the political leadership.</p> |

| | | | | | |
|--|--|--------|--|--|--|
| | | female | | | |
|--|--|--------|--|--|--|

6.8. Conclusion

The aim designed to be achieved by the end of this chapter is to present the different dimensions shaping the meaning of gender equality in both Jordan and Egypt in order to enrich the presentation of gender equality management in this thesis.

Therefore, the previous analysis and results can be seen as a contribution to answer the third research question of this PhD by highlighting the current status of gender equality culture through different gender equality affective dimensions analyzed in Jordan and Egypt.

This chapter is the first stage of the analysis for this PhD thesis where a following two stages will be presented in chapters seven and eight on managing gender equality in the UNDP/UNFPA agencies -the agencies perspectives- through their published reports and documents and the UNDP/UNFPA staff in Jordan and Egypt country offices perspectives through a nineteen semi-structured interviews.

The method used in analyzing this chapter is critical frame analysis conducted by Verloo and Lombardo (2007). Choosing this method was based on similar researches conducted on gender equality country analysis (Verloo and Lombardo 2007, Verloo 2004, Hafner-Burton and Pollak, 2000).

Four UNDP reports were considered to be the sources for this chapter analysis. The reports selection followed a criteria developed by the researcher in order to achieve an up to date and accurate outcome of this chapter.

Moreover, this analysis can be guidance for future researches on the situation of gender equality in both Jordan and Egypt at the period this PhD was presented.

Finally, a comparison table developed by the researcher summarizing the above

results on the status of gender equality in Jordan and Egypt was provided. The able aim is to be an easy access for this chapter results. Again, such table can give a summary of the previous discussion in the chapter for the reader.

Chapter Seven: UNDP/UNFPA perspective on managing gender equality

7.1. Introduction

This chapter is the second stage of the analysis for this thesis where it will aim to analyze gender equality management within UNDP/UNFPA policy reports and documents. The first stage was based on a gender equality country analysis in Egypt and Jordan.

The UNDP/UNFPA perspectives on managing gender equality chapter will aim to present the approaches taken by these agencies to manage gender equality. The perspectives of the UNDP/UNFPA in managing gender equality will be compared with staff working in these agencies perspectives which will be presented in the following chapter eight. Chapter nine then will present the research results and a systematic understanding to managing gender equality.

Gender equality is seen as a strategic advantage for international organizations; moreover, the UN is one of the key organizations in shaping the meaning of gender equality management (Verloo and Lombardo, 2007, Verloo, 2004). Therefore, this chapter will aim to analyze UNDP/UNFPA policy reports and documents to highlight how gender equality is managed within these UN agencies and country offices.

This chapter will be following a strategic framing analysis approach to analyze gender equality management tendencies in UNDP/UNFPA reports. Such approach is following Hafner–Burton and Pollack (2000) and Verloo (2004) approach of strategic framing discussed in sections (2.9 and 2.20) in chapter two.

7.2. Aim to be achieved from writing this chapter

This chapter will aim to answer the second research question which focuses on how UNFPA/UNDP perceives gender equality management and what are approaches followed to manage gender equality through their policy reports and documents. Therefore, by answering the second research question the chapter results will be compared to the following chapter eight results in order to present this PhD thesis results in chapter and to present a systematic understanding to managing gender equality in UNDP/UNFPA country offices of Jordan and Egypt.

7.3. Source of data

The source of data for this chapter was based on the secondary data of four UNDP/UNFPA published reports and one UNDP office policy. Two reports were chosen for each UN agency to analyze the different approaches of managing gender equality.

The reports chosen to be analyzed are;

1. Empowered and equal: Gender equality strategy 2008-2011 (2008). UNDP
2. Delivering on the promise of equality: UNFPA strategic framework on gender mainstreaming and women empowerment 2008-2011 (2007). UNFPA
3. Gender mainstreaming in practice; Part 1: Gender mainstreaming 10 steps for integrating gender into the policy making process (2007). UNDP
4. Focusing on gender: An assessment of gender integration in UNFPA materials (2006). UNFPA
5. Gender balance in management policy 2003-2006 (2003). UNDP

The above reports were chosen based on the following criteria developed by the

researcher in order to affectively achieve the aim of this chapter; please refer to section (2.20) in chapter two for a detailed discussion on the selection criteria.

The following steps were considered in terms of their priority to select the reports to be analyzed in this chapter

1. Reports focused on gender equality in management as a single concept
2. Reports that include review on previous policies or reports of gender equality management
3. Reports that are focused on and written by one agency
4. Up to date reports

7.4. Using strategic frame analysis

Strategic framing analysis will be the approach to follow in this chapter.

Similar to the country analysis chapter, Nvivo software was used by the researcher to assist him in analyzing the large quantity of data in these policy reports. Such analysis software is one of the vital tools in presenting the findings of this chapter as the analyzed reports consisted of a very large amount of data. Please refer to section (2.13) in chapter two for a detailed discussion of using Nvivo. Three frames have been addressed and analyzed for each of the UN agencies separately, the frames are;

1. Meaning of gender equality management in UNDP/UNFPA reports
2. Practical approaches to manage gender equality in UNDP/UNFPA
3. UNDP/UNFPA Gender equality management training

7.5. Choosing frame analysis for this chapter

Strategic framing approach was adopted to be the analysis approach in this chapter. Hafner–Burton and Pollack (2000) and Verloo (2004) argue that strategic analysis is founded to identify strategic actors adapting to certain frames in order to achieve their strategic goals. Therefore, the UNDP/UNFPA considers gender equality as one of the strategic goals within development, thus, by identifying the gender equality management approaches in this chapter; this could be seen as a contribution to the millennium development goals (MDGs) aimed by the UNDP/UNFPA which are seen as the strategic actors.

Furthermore, Verloo (2004) in his approach of strategic framing considers UN policy documents on gender equality are essential documents on gender equality, an argument presented in the following citation of Verloo (2004) “What seems to be important in any case are official texts declaring policies on gender equality, and official and unofficial texts directed at the EU or at international organisations such as the UN, explaining a country’s position on gender equality.” Verloo (2004:9)

7.6. Results presentation

The frames resulted from the analysis presented for each agency separately. Section (7.7) will then draw a comparison between frames in both agencies. Such comparison section will be supported by summarised tables developed by the researcher.

7.6.1. Framing gender equality in UNDP policy reports and documents

The concept of managing gender equality in UNDP policy reports and documents proved to be systematically conducted. In all three frames, the researcher believes that gender equality was approached rationally and based on a logical and a systematic

approach. Moreover, in the practical approaches frames, gender equality proved to be very practical in presenting clear guidelines and approaches to manage gender equality. Again, this was the same in the gender equality training frame where UNDP provided detailed step by step training manuals.

The following are the UNDP frames discussion of managing gender equality.

7.6.1.1. Meaning of gender equality management in UNDP policy reports

Through using keywords search analysis in this frame, several definitions of gender equality were analyzed. The keywords used in this frame were “gender equality” “diversity” and “equal opportunities”, “managing gender” and “gender management”. Choosing these keywords was based on the reviewed literature in this PhD thesis.

It is essential to mention that this frame focus on how gender equality is linked and perceived in different policies and discourses and development aspects rather than focusing on “gender” only or gender equality within the social spheres. To clarify more, this frame and this PhD thesis, is focusing on how gender equality is managed and positioned within policies, it is not focusing on the relations between women and men or inequalities of gender.

Unlike gender theories, UNDP focuses on managing gender equality as a strategic concept more than a social concept. The UNDP always refer to gender equality in terms of its existence within development processes and policies. Nevertheless, UNDP policy reports do not ignore how gender equality is perceived within the social constructions, on the opposite, the UNDP policy reports highlight the social constructions of men and women within gender equality.

The following citation supports the above argument;

“The terms ‘gender’ and ‘gender equality’ imply concern for both men and women, and the relationships between them. Nevertheless, specific attention to women’s needs and contributions is typically required in order to address the array of gender gaps, unequal policies and discrimination that historically have disadvantaged women and distorted development in all societies.” UNDP Empowered and Equal (2008:2).

UNDP addresses gender equality as a concern for both men and women. Moreover, the UNDP highlights the different responsibilities and different roles assigned for men and women which lead to a different understanding of gender equality.

As a focus of its work UNDP relates gender equality to all aspects of development and see gender equality as a strategic tool for all its development projects and its staff development.

The following citation supports the above argument;

“women must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), they must also have the agency to use those rights, capabilities, resources and opportunities to make strategic choices and decisions (such as are provided through leadership opportunities and participation in political institutions).” UNDP Empowered and Equal (2008:79)

The above citation is a sample of most of the UNDP approaches to address gender equality. Gender equality is always looked at from a strategic development approach in all different aspects within the UNDP scope of work.

Furthermore, the UNDP addressed the diverse understanding and practice of gender

equality in different regions and based on different cultural contexts. Therefore, the UNDP presentation of gender equality is more of a diversity base which focus on different approaches of gender equality rather than equal opportunities base which focus on clearly defined regulations and approaches (Verloo and Lombardo 2007, Stratigaski 2005 and Thomas 1990).

The following is a quotation addressing the above argument;

“Experience has shown that gender issues differ by country, region and concrete situation. At the same time, experience has also shown that rigorous, gender-sensitive analysis invariably reveals gender-differentiated needs and priorities, as well as gender inequalities in terms of opportunities and outcomes.” UNDP, Empowered and Equal report gender equality strategy (2008:3).

In both UNDP policy reports, the term diversity was mentioned three times where the term equal opportunities were only mentioned once.

7.6.1.2. Practical approaches to manage gender equality in UNDP

In both UNDP analysed reports it was clear that both reports were designed to provide different practical approaches to manage gender equality within the various UNDP country offices highlighting the different understandings, practices and challenges to gender equality based on the different cultures.

The following citation supports the above argument;

“Finally, as a comprehensive strategy, gender mainstreaming should also address the environment (corporate, office) in which policies and programmes are developed and implemented. Thus a strategy to integrate gender concerns into programming must be

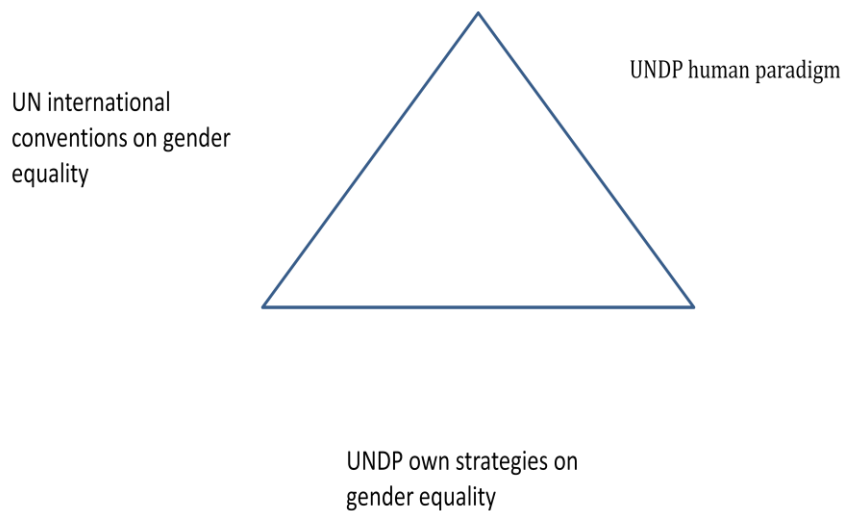
accompanied by a strategy to ensure that the working environment is gender-sensitive, guaranteeing equal opportunities and treatment to both men and women.” UNDP (2007:3) Gender Mainstreaming in Practice.

In the UNDP gender equality strategy report (GES) (2008) the approaches were divided into three main sections;

1. Defining the priorities: in this aspect the UNDP define its human paradigm as its main priorities and addresses the diversity in the multinational and multicultural contexts of its work.
2. Address the efforts done by the UNDP to integrate gender equality in UNDP focus areas: in this aspect the UNDP review the ongoing practices of gender equality and its applications in its strategies and policy reports efficiently such as linking women career advancement to gender balance as presented in the gender balance offices strategy (please refer to appendix **D** for UNDP gender balance policy).
3. Highlight the available and needed resources to apply gender equality management: in this section the UNDP put a huge emphasis on gender equality management training which will be discussed in the following frame.

Through the analysis the researcher understood the UNDP practical approaches through the following figure developed by the researcher;

Figure 8 UNDP practical approaches in managing gender equality



In this triangle figure the UNDP address its human paradigm through its human resources current situation of management process, gender gaps and gender balance, and career advancement and capacity building programs.

Then the UNDP address the international conventions on gender equality such as the world women conferences and the international conventions that follow such conferences.

Then the UNDP addresses its own strategies on gender equality through the different policy reports such as the two reports and the gender balance policy document analyzed in this chapter.

Based on the analysis of UNDP practical approaches it can be argued that the UNDP practical approaches of managing gender equality are flexible where they are designed to acknowledge the different structures of gender equality. Such structures are the structures addressed in the above triangle figure developed by the researcher.

UNDP practical approaches can be used in both managing gender equality within the offices and within programs.

In terms of gender balance, the gender balance policy document states clearly that women have the priority to be recruited if a women and a male qualification were equally matched at the selection process. The following citation of the UNDP gender balance policy (2003-2006) support the above argument;

“In cases where the qualifications and experience of a male and female candidate are essentially equal, the female candidate should be preferred over the male candidate.”
UNDP gender balance in management policy (2003-2006:2).

Moreover, in the same gender balance policy, career advancement is given a high priority within the policy. Furthermore, the UNDP gender policy (2003-2006) is does not only address achieving a (50%) balance within the UNDP offices it also address the gender equality awareness and promotion. The following citation supports such argument;

“(b) Gender learning opportunities/programmes shall be designed to develop greater awareness of assumptions and perceptions regarding gender balance and a gender-sensitive work environment and to assist bureaux and offices in identifying areas for improvement and developing ways to provide a more supportive work environment for women and men;” UNDP gender policy (2003-2006:4)

7.6.1.3. UNDP Gender equality management training

There is a great focus on the staff training on managing gender equality in the UNDP. The analysis reveals that the UNDP focused on the quality and the practicality of the training designed to manage gender equality. Again, the UNDP stated that it provided seven thousand staff with gender equality management across its different

country offices.

The trainings provided ranged from gender equality in performance, gender equality analysis and gender equality management.

Furthermore, the UNDP in 2007 provided a detailed step by step handbook on how to manage gender equality for UNDP staff. The report highlighted ten steps to manage gender equality by UNDP staff. Each step is detailed on how to conduct gender equality management training based on various approaches, taking into consideration the variety of cultures and understandings of gender equality.

The steps are quoted from the report as the following;

- “1. A Mainstreaming Approach to Stakeholders: Who are the Decision-Makers?
2. Mainstreaming a Gender Agenda: What is the Issue?
3. Moving Towards Gender Equality: What is the Goal?
4. Mapping the Situation: What Information do we Have?
5. Refining the Issue: Research and Analysis
6. Formulating Policy or Project Interventions from a Gender Perspective
7. Arguing Your Case: Gender Matters!
8. Monitoring: Keeping a (Gender-Sensitive) Eye on Things
9. Evaluation: How Did We Do?
10. En-gendering Communication” UNDP, Gender Mainstreaming in Practice, (2007:4). Please refer to appendix **B** for the full report

Through the analysis of this “Gender Mainstreaming in Practice” (2007) report it can be stated that such report is one of the most practical approaches to manage

gender equality in its international context. The report even provides techniques on how to present the training and the games that can be used to stimulate the training participants. Again, it addresses the different interpretation of gender equality based on different cultural contexts.

Again, going back to the UNDP gender balance policy (2003-2006), such policy states clearly the need for awareness sessions and workshops for all categories of staff. The statements within such a policy could be seen as more effective than the policy reports analyzed above as such policy is more of an internal office document that has to be addressed. The following two citations from the UNDP gender balance policy (2003-2006) support the above argument;

“(c) Additional learning for senior managers, middle-level managers and staff concerned shall be provided to address the need of the Organization to mainstream a gender perspective in work programmes and reporting mechanisms, emphasizing strategies to incorporate a gender perspective in all aspects of the substantive work of the Organization;” Gender balance policy (2003-2006:4)

“3.2 Appropriate gender learning opportunities/programmes, including gender programming (where applicable) shall be incorporated into the curricula of induction and orientation courses at all levels, senior management, people management, supervisory workshops and conflict resolution courses, management courses, administration, human resources and other appropriate staff development programmes. Compulsory learning courses specific to gender sensitivity and programmes on mainstreaming a gender perspective, including cross-cultural sensitivity, shall be instituted by OHR for all staff.” Gender

balance policy (2003-2006:4)

Keywords search for this frame were “Training” “courses” “workshops” “sessions”, thirty-seven keyword were found, thirty three keywords were related to UNDP staff training to manage gender equality within the offices. Four keywords referred to gender equality training at programming.

7.6.2. Framing gender equality in UNFPA policy reports

UNFPA understanding of gender equality reflected its scope of work within the fields of sexual and reproductive health. In terms of its practical approaches and training provided for its staff UNFPA such approaches were systematic, still, such approaches were more of an evaluation oriented processes aiming to present more effective outcomes in the future.

7.6.2.1. Meaning of gender equality in UNFPA policy reports

Through using keyword search and contexts analysis in this frame, several definitions of gender equality were analyzed. The keywords used in this frame were “gender equality” “diversity” and “equal opportunities”

Similar to the UNDP, UNFPA highlights the role of different dimensions such as culture, regions and responsibilities in shaping the meaning of gender equality. Still, unlike the UNDP, UNFPA gender equality definitions are more focused on the social structures of gender discrimination and on the power structures between men and women. The following citation of gender equality definitions highlights the focus of UNFPA;

“gender equality perspective centres on understanding the causes of discrimination and unequal power relations between men and women in a specific context, regardless

of whether rooted in prevailing social attitudes and customary practices or discriminatory laws and policies, among other factors. Compounded forms of discrimination need to be taken into account based on age, race, ethnicity, education, income level, residence, religion, marital, HIV or other status.” UNFPA, delivering on the promise of equality (2007:4).

As highlighted in the above definition, power structures between men and women and sexual and re-productive health are a main focus of UNFPA besides race, ethnicity and culture. The above definition is a sample of the reflections and references of UNFPA towards gender equality.

In terms of the understanding of gender equality within the concepts of diversity and equal opportunities, UNFPA tends to be more within the understanding of equal opportunities. Such argument can be shown in the following citation;

“Gender Equality: Signifies that there is no discrimination on grounds of a person’s sex in the allocation of resources or benefits, or in the access to services. Gender equality may be measured in terms of whether there is equality of opportunity, or equality of results.” UNFPA, delivering on the promise of equality (2007:28)

It is efficient to highlight that in the keyword search for the terms “diversity” and “Equal opportunities” both keywords were not found in both reports analysed. Hence, gender equality was related to the following keywords “sexual and re-productive health” “HIV”. Again, such keyword search highlights the scope of work and the focus of UNFPA towards gender equality.

7.6.2.2. Practical approaches to manage gender equality in UNFPA

Unlike UNDP, UNFPA practical approaches to manage gender equality are looked at from an evaluation perspective of UNFPA strategic framework. UNFPA in their analysed reports aims to develop their practical approaches through three main stages;

Stage one: involves a major review of all their gender equality materials, capacity building programs, policies and training courses within the context of gender equality. In such stage UNFPA presented number of critical findings. In this aspect, the UNFPA presents eight findings in a very straightforward style.

The following is a sample citation on the findings from the first stage;

“Uneven levels of gender mainstreaming across the organization;

Insufficient skills and expertise among staff, with existing expertise distributed unevenly within the organization and critical gaps in country offices and at headquarters, as well as in key programme areas.

A common misperception that only assigned focal points and advisers have the responsibility to address gender issues, whereas in reality gender equality is ‘everybody’s business’;

The need for user-friendly tools to assist staff in gender mainstreaming;

A need for indicators on women’s empowerment and gender mainstreaming to be systematically incorporated in UNFPA’s programme and performance evaluation systems.

The need for more effective mechanisms for establishing and monitoring accountability on results for gender equality;

The need for focused gender assessments to gauge and monitor progress on the quality and quantity of resources invested in gender equality programming both at the level of UNFPA-supported country programmes, as well as within UNFPA; and

Gaps in sharing of good practice on gender equality programming within UNFPA.” Cited from UNFPA, delivering on the promise of equality (2007:3)

Through analysing the coded data, it was noticed that UNFPA staff refer to other UN agencies materials on gender equality management due to the lack of practicality of UNFPA materials on managing gender equality. The following citation supports such analysis;

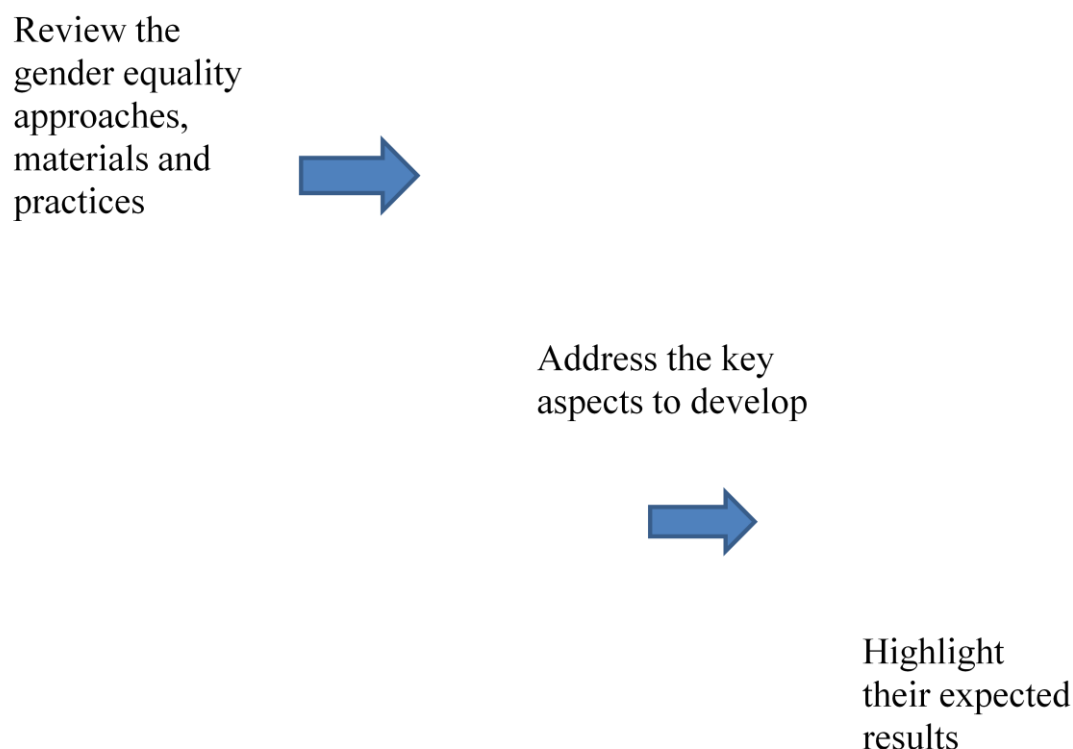
“Some staff used gender-related materials produced by other United Nations agencies because those materials better met their needs or were more accessible. Most of the interviewed staff perceived that UNFPA materials provide insufficient operational guidance to mainstream gender in their work.” UNFPA, focusing on gender, (2006:9)

Stage two: this stage consist of addressing the key aspects to develop with UNFPA strategic frame work on gender equality based on the finding they presented in stage one. In their approach UNFPA addressed the need for a dual approach to be taken first; mainstream gender in all activities and materials within the agency, and second; “supports explicit programme components on women’s empowerment.” UNFPA, delivering on the promise of equality (2008:4) In this aspect, the programme components referred to different capacity building and trainings.

Stage three; highlights the expected results based on three main aspects, first, staff and management will increase their commitments to gender equality, second, technical expertise of gender equality will be improved and third, good practices of applying gender equality in programming will be improved.

The following figure developed by the researcher presents the process of UNFPA practical approaches to manage gender equality;

Figure 9 UNFPA practical approaches to manage gender equality



7.6.2.3. UNFPA Gender equality management training

UNFPA in its analyzed reports provided three main recommendations for future trainings. Through the analyzed UNFPA reports it was noticed that such reports were more based on evaluating previous training policies in terms of gender equality and proposing future developments.

In the following citation of the reviewed reports of UNFPA; other UN agencies are referred to in terms of potential cooperation within the context of gender equality training materials.

“In the area of staff training, UNFPA will: Institute a mandatory staff orientation course on gender mainstreaming for all new and current staff, building on the experience and tools of UNESCO and UNDP; Update gender mainstreaming in existing staff training courses, in which, inter alia, key implementation approaches, issues and institutional culture are transmitted; and Garner approval and expansion by management of opportunities for staff to participate in training workshops offered by other UN agencies, partners, and/or centres of excellence.” UNFPA, delivering on the promise of equality (2008:23)

UNFPA reports' highlights mostly referred training to gender equality training at programs rather than training manuals for managing gender equality within the UNFPA offices.

In this aspect, the keywords search for this frame were “Training” “courses” “workshops” “sessions” , fifty-nine keyword were found, only twelve key words were related to UNFPA staff training to manage gender equality within the offices. Other keywords referred to gender equality training at programming.

7.7. Linking UNDP/UNFPA frames

This section is aiming to present the common and the different aspects within the frames of each agency.

It was highlighted within the frames analysis above that each agency has its own approach of managing gender equality. Therefore, the following is a presentation of each frame analyzed in this chapter linking both agencies frames in managing gender equality.

7.7.1. In terms of the meaning of gender equality

Both agencies presented gender equality as a strategic approach to development. Still, through the analysis it was highlighted that each of the cited definitions presents different strategic approach.

UNDP definitions of gender equality were more of a diversity approach of gender equality rather than an equal opportunities approach. Different aspects were highlighted which affect the meaning of gender equality such as country, region and concrete situation and these differences were seen as a result of different needs of gender and different properties.

While in UNFPA cited definitions, gender equality were seen more as an equal opportunities approach which is based on eliminating all forms of discrimination related to other aspects and following clearly defined forms of gender inequality. These forms were centered on sexual and reproductive health issues. Although, within the keyword search both equal opportunities and diversity were not mentioned within the reports. Still, the UNFPA focused on relating gender equality to discrimination more of gender equality. Taking the arguments of De Anca and Vazquez (2007), Liff (1999) and Acker (2006) in chapter four gender discrimination will relate more to equal opportunities rather than diversity.

Moreover, it is efficient to highlight that each agency definitions reflects the agency scope of work. Such argument can be more noticed in UNFPA definitions where HIV and marital status are seen as “compounded forms of discrimination” UNFPA, delivering on the promise of equality (2007:4)

In UNDP, gender equality was referenced to within various aspects such as

education, economy, political participation and public policies.

7.7.2. In terms of practical approaches

Both approaches by agencies can be seen as systematic where each agency had its own steps to apply gender equality management.

Still, UNDP approaches were seen more as fast action approaches through aiming to develop the existing systematic resources of gender equality management. UNFPA approaches were seen more of focused on the evaluation process and the recommendations for future actions to be taken based on the evaluation findings. This approach of UNFPA can be seen as time consuming rather than providing solutions on the spot and resulted in the use of other UN agency material of gender equality management as it has been highlighted in the UNFPA frames.

Moreover, UNDP in its practical approaches included its human resources as it has been highlighted in the figure presented in the related frame, where UNFPA was more focused on the materials and resources of gender equality. Thus, the UNFPA referred to its strategic aim in provide trainings and session for its staff, still, these aimed trainings were more focused on managing gender equality within projects and programs rather than managing gender equality within the UNFPA different offices.

The following table developed by the researcher summarise the above arguments

Table 10 Linking frames in terms of practical approaches

| UNDP | UNFPA |
|--|---|
| <ul style="list-style-type: none">• Approach is systematic• Fast action approach, work on the existing resources• Focus on the human resources within the approach | <ul style="list-style-type: none">• Approach is systematic• Time consuming based on evaluation findings to present future recommendations• Focus more on the material rather than human resources |

7.7.3. In terms of gender equality management training

In this aspect, both agencies have been aiming to develop their training approaches on managing gender equality. Still, UNDP was seen one step ahead in such approach.

The UNDP had already produced a ten step by step systematic training manual designed for staff to use in managing gender equality within different UNDP offices. Again, it was highlighted in such training manual that it could be used in programming and for staff working within the country offices. In this aspect, UNFPA, based on its evaluation process and presented in the practical approaches frame, training approaches are more based on presenting recommendations for future trainings. In this aspect it is efficient to highlight that UNFPA presented training handbooks in different reports and documents but this chapter's analysis is only focused on the analyzed reports.

UNDP approach of training is clear in terms of distinguishing between managing gender equality for staff and managing gender equality within programs. In contrast, UNFPA was not clear in this aspect, where as presented in the training frame fifty-two keywords search related to training were found and only twelve keywords referred to training staff on gender equality management within the country offices.

The following table developed by the researcher will summarise the above arguments;

Table 11 Linking frames in terms of gender equality training

| UNDP | UNFPA |
|---|--|
| <ul style="list-style-type: none"> • Gender equality trainings are based on existing training manuals • Training approaches distinguish between gender equality training for programs and trainings for staff working within the offices. | <ul style="list-style-type: none"> • Gender equality trainings are based on future recommendations • Training approaches were not as clear as UNDP in terms of gender equality training for programs and trainings for staff working within the offices. |

7.8. Conclusion

This chapter was the second analysis strand in this PhD where a country analysis chapter was presented earlier and this chapter will be followed by the participants perspective on how gender equality is managed within UNDP/UNFPA country offices in Egypt and Jordan.

In this chapter the perspective of the UNDP/UNFPA on managing gender equality is analyzed through identifying three frames. Each of the agencies has its own approach in managing gender equality. Both agencies approaches can be addressed as systematic still, the UNDP has presented its approaches in a more time effective way and focused on its human resources as it focused on the material resources.

Four UNDP/UNFPA reports were analyzed. The selection of the analyzed reports was based on selection criteria developed by the researcher in order to analyze the most suitable resources within the various UNDP/UNFPA reports.

Frame analysis was used in analyzing the data for this chapter following the strategic framing approach that has been detailed in sections (2.9 and 2.20) in chapter two.

This chapter aimed to answer the second research question which was focused on addressing how UNDP/UNFPA perceive gender equality management through their policy reports.

Chapter Eight: Interviews analysis chapter

8.1. Introduction

This chapter is the third strand of the analysis for this PhD. This chapter will aim to reveal what are the perspectives of the UNDP/UNFPA staff regarding managing gender equality in the offices they work at in Jordan and Egypt. Moreover, the chapter will aim to highlight how gender equality is managed as the participants are the people who actually practice and apply gender equality management in their offices.

Semi structured interviews were conducted with nineteen staff in UNDP/UNFPA in Jordan and Egypt country offices. The following table was developed by the researcher presenting participants attributes structure.

Table 12 participants' attributes

| | |
|-------------------------|----|
| Total of participants | 19 |
| UNDP | 10 |
| UNFPA | 9 |
| Local employees | 9 |
| International employees | 10 |
| Male | 5 |
| female | 14 |
| Egypt | 12 |
| Jordan | 7 |

The local employees and international employees refer to the employment type where in the UN employment system, to be considered an international employee an employee cannot be assigned in his own country otherwise he will be considered as local. Such information was explained to the researcher by the participants of this research.

8.2. Aims to be achieved from writing this chapter

Chapter eight will aim to answer the first research question of this PhD thesis.

Research question one;

“Highlight how gender equality is perceived by the staff working within UNDP/UNFPA country offices in Jordan and Egypt?”

Moreover, this chapter will aim to answer the fourth research question which is;

“Does different participants’ attributes matter in understanding and practicing gender equality management in the offices?”

Chapter eight will contribute to answering the third research question, which is;

“Does cultural dimension in different countries affect managing gender equality in these country offices and are these dimensions taken into consideration when managing gender equality?”

The above question three has been partially answered in chapter six.

Finally, this chapter will aim to contribute to answer the fifth research question which is;

“What could be seen as practical approaches in managing gender equality in UNDP/UNFPA country offices in Jordan and Egypt?”

The above question five has been partially answered in chapter seven.

8.3. Using critical and strategic frame analysis

Frame analysis is the method used in analyzing the interviews data. Furthermore, frame analysis was assisted by the qualitative software analysis Nvivo version (8).

Both approaches of critical and strategic framing will be followed in this chapter. Critical frame analysis was first used by Verloo and Lombardo (2007) identifying different interpretations of gender equality within different policies and discourses.

Therefore, in this chapter the researcher will aim to identify the diverse interpretations and practices of gender equality management within the participants. In strategic framing, the researcher will aim to identify the non dominant strategic dimensions of managing gender equality which will contribute to producing a systematic understanding of managing gender equality in UNDP/UNFPA country offices in Jordan and Egypt. Moreover, the researcher will aim to identify both dominant and non dominant strategic frames within the interviews transcripts.

The researcher is using Nvivo (8) as the systematic approach to conduct the framing process in this chapter. Please refer to sections (2.13 and 2.21) in chapter two as a presentation on the process of conducting the analysis of this chapter and using Nvivo

Six frames have been addressed through the analysis,

1. Staff understandings of UNDP/UNFPA policies on gender equality
2. Gender equality in equal opportunities and diversity
3. Gender equality culture
4. Access to UNDP/UNFPA materials on gender equality
5. Gender equality training for UNDP/UNFPA staff
6. Practical approaches to manage gender equality

Furthermore, in section (2.21.1) in chapter two it is detailed how the researcher came up with the above frames and what was the approach of doing so.

8.4. Choosing critical and strategic frame analysis for this chapter

Nineteen participants are sharing their understandings and interpretations of gender equality management. These participants differ in their attributes an aspect which is considered when analyzing their perspectives. Hence, critical framing analysis approach will focus on the diverse range of perspectives and interpretations and will aim to reveal what are the reflections of this diversity of understandings on the practices of managing gender equality in UNDP/UNFPA country offices of Jordan and Egypt.

Strategic frame analysis was chosen to identify the strategic frames within the participants' perspectives in order to contribute to producing a systematic understanding of gender equality management. Again, the researcher will not only focus on indentifying dominant frames but will also aim to address the strategic non dominant frames within the participants' perspectives.

Choosing critical and strategic frame analysis was based on similar studies conducted by Verloo and Lombardo (2007), Hafner-Burton and Pollack (2000) and the Institute for human sciences (2007) studies focused on the diverse understandings of gender equality within the EU and the strategic reflections of such diversity on the policies and discourses of gender equality within the EU policies.

8.5. Source of the analyzed data

This chapter will analyze the primary sources which consist of nineteen semi structured interviews. Please refer for section (2.18) in chapter two for the research participants and section (2.15) for the interviews questions. The interviews conducted were summed up to nineteen interviews. Fourteen interviews were audio recorded and

transcribed while five interviews were taken notes-of as the participant did not approve of having the interview recorded. Please refer to chapter two on the interviews process (2.15) transcribing the interviews (2.16) and interviews challenges in section (2.17).

8.6. Frames results presentation

Six frames are identified and the frames will be presented based on the following approach;

1. Each frame will be presented alongside the results discussion emerged of this frame which consists of the different perspectives of the participants within the discussed frame.
2. After presenting the results of each frame these results will be presented in a table in terms of their reference to the participants attributes, then a following table will present each of the perspectives of each the frames and the perspectives frequency of occurrence. Both tables are developed by the researcher through conducting Nvivo software.
3. In section (8.8) frames will be linked to each other and will be related to the participants attributes.

8.7. Frames results

Each frame will be presented with the results discussion emerged from each frame. Again, the discussion of each frame will be linked to the different participants attributes.

8.7.1. Staff understandings of UNDP/UNFPA policies on gender equality management

This frame is directed by the first interview question and aims to contribute to answering the first research question. Please refer to chapter two as the research questions and interview questions are presented. In this frame all participants contributed to this frame where (73) references resulted from the nineteen interviews contributing to this frame.

Three main perspectives were addressed in this frame. First perspective highlighted that gender equality within the UNDP/UNFPA country offices in Jordan and Egypt is only about achieving the gender balance. Gender balance alone formed (26) references of the interviews.

Second perspective highlighted that besides achieving gender balance the UN in general has very good policies on different approaches to managing gender equality but these policies are not applied on the ground.

Third concept highlighted that both gender balance and gender equality policies are well addressed and applied within the UNDP/UNFPA country offices in Jordan and Egypt.

In regard to the first perspective, staff highlighted that gender equality is presented by recruiting more women to work in the office and achieving the gender balance. Such concept dominated seven participants' views representing their understandings of gender equality management in their offices.

Furthermore, in contributing to the first perspective participants argued that gender balance is the most sensed and essential approach to manage gender equality within the offices. Moreover, participants highlighted that due to the dominance of such

approach UN offices in general are dominated by women in terms of quantity. The following citations support the above argument;

[<Internals\Interviews\interview 12.UNDP.F.AMMAN.LOCAL>](#) - § 1 reference coded [6.58% Coverage] Reference 1 - 6.58% Coverage

“OK. First of all I say again that gender policies in the UN are centred in encouraging females to apply to the UN but after you get accepted u will be treated the same. So to answer plainly number of females employed by the UN and the gender demography is the only factor that influences gender policies which as I said are centred on increasing the number of females employed at the UN for formal statistics and reviews. So if you get a UN office that have 25 males out of 30 employees working in it, the HR department and chief of mission will have a low review in the aspect of gender balance, so they will have to only employ females in any sort of job to maintain a good gender balance.” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 12).

[<Internals\Interviews\Interview 1.UNFPA.F.LOCAL.CAIRO>](#) - § 6 references coded [14.16% Coverage] Reference 1 - 1.34% Coverage

“I understand gender equality as more of increasing the number of women working at the UN” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 1).

The second perspective argued that gender equality policies are not fully applied within the offices.

Participants in this perspective highlighted that gender balance is achieved in their offices still; gender balance is not combined with career advancement. These participants expressed that women are not put through leading roles in the office although policies of women career advancement exist on written policies.

Participants explained that gender equality management policies does not really communicate to women, there is no open dialogue between women and these policies in terms of application and there are no clear benefits reflecting on women.

In the same perspective, participants explained that it is well written policies and well distributed but it is not really shown on the ground. There are very promising initiatives such as child care for female employees, flexible hours but such initiatives are not put into practice yet. The following citation of an interview transcript supports the above argument;

[“<Internals\Interviews\Interview 4.UNDP.F.LOCAL.CAIRO> - § 1 reference coded \[3.32% Coverage\] Reference 1 - 3.32% Coverage](#)

“We have 30 women and 20 men but the 30 women are the secretary’s and the 20 men are the managers, so it doesn’t really help, the figure as such as numbers will not say much unless you make conscious effort to have women in key positions. So, unfortunately it does go back to individuals.” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 4).

The third perspective is focused on that gender equality is well addressed and well applied within the offices. In this perspective participants addressed that UNDP/UNFPA are aiming to make the work environment gender friendly and focus on enhancing women within their careers in the UN. In this aspect, participants argue that they understand the normal lack of application of policies and the gap between theory and practice still, the UN in general is a leading organization in managing gender equality and employees expect better approaches to manage gender equality. Participants contributing to this perspective argue that the first thing a person would notice regarding gender equality management is the high numbers of females working within their offices reflected the uncompleted application of gender balance policies.

8.7.1.1. Relating the frame results to the participants attributes

All attributes contributed almost equally to this frame; still, the only attribute which dominated one of the perspectives presented in this frame was employees working at Jordan offices. All participants working in Jordan offices stated that gender equality is represented by achieving the gender balance only. The following tables will demonstrate the above frame results based on the participants attributes.

Table 13 Participants contributing to the frame perspectives

| Perspectives | Number of Participants | Frequency of Occurrence |
|---|------------------------|-------------------------|
| Gender equality within the UNDP/UNFPA country offices in Jordan and Egypt is only about achieving the gender balance | 7 | 44 |
| Besides achieving gender balance the UN in general has very good policies on different approaches to managing gender equality but these policies are not applied on the ground. | 7 | 16 |
| Both gender balance and gender equality policies are well addressed and applied within the UNDP/UNFPA country offices in Jordan and Egypt. | 5 | 13 |

In the following table participants contributions will be demonstrated based on their attributes.

Table 14 Relating the first frame results to the participants attributes

| Total of participant contributed to this node | 19 | Comments |
|---|----|--|
| UNDP | 10 | 4 participants focused on gender balance only. 4 participants expressed that there are good approaches of gender equality but not applied on grounds. 2 participants argued that gender equality policies are well applied within the offices. |
| UNFPA | 9 | 3 participants focused on gender balance only. |

| | | |
|-------------------------|----|--|
| | | <p>3 participants expressed that there are good approaches of gender equality but not applied on grounds.</p> <p>3participants argued that gender equality policies are well applied within the offices.</p> |
| Local employees | 9 | <p>2participants focused on gender balance only.</p> <p>5 participants expressed that there are good approaches of gender equality but not applied on grounds.</p> <p>2 participants argued that gender equality policies are well applied within the offices.</p> |
| International employees | 10 | <p>5participants focused on gender balance only.</p> <p>2 participants expressed that there are good approaches of gender equality but not applied on grounds.</p> <p>3 participants argued that gender equality policies are well applied within the offices.</p> |
| Male | 5 | <p>4participants focused on gender balance only.</p> <p>1participant expressed that there are good approaches of gender equality but not applied on grounds.</p> |
| female | 14 | <p>4 participants focused on gender balance only.</p> <p>6participants expressed that there are good approaches of gender equality but not applied on grounds.</p> <p>4participants argued that gender equality policies are well applied within the offices.</p> |
| Jordan | 7 | <p>7participants focused on gender balance only.</p> |
| Egypt | 12 | <p>6 participants expressed that there are good approaches of gender equality but not applied on grounds where gender balance is the most dominated.</p> <p>6 participants argued that gender equality policies are well applied within the offices.</p> |

8.7.2. Gender equality management in Equal opportunities and Diversity

This frame is directed by the second and the sixth interviews' questions and aims to

contribute to answering the first research question. In this frame all participants contributed to this frame where there (63) references resulted from the nineteen interviews contributed to this frame.

Keyword search of the terms “diversity” and “equal opportunities” were conducted in this frame, both keywords appeared in the same amount of frequency. Still, the researcher was more concerned with content of the debate more than frequency of the keywords. The concept of gender equality within diversity was not clear to the participants; therefore, such concept was more elaborated by the researcher.

There was a huge debate on the conceptualization of gender equality within the literature in both concepts diversity and equal opportunities and it was highlighted in the literature how both concepts can reflect differently (Johns and Green 2009 and Bennett 2009). Please refer to sections (4.2 and 4.5) in chapter four for the reviewed debate on equal opportunities and diversity.

In this frame all participants highlighted that gender equality is seen and perceived through equal opportunities rather than diversity. Therefore, the following is a presentation of the different views of the participants within this frame.

The concept of equal opportunities was understood by all participants where the concept of diversity did not present any formal procedures within participants perspectives. The concept of gender equality within diversity was explained to some participants by the researcher upon their request through the interview based on the debate presented in the literature in section (4.5) in chapter four.

The following citation supports the above arguments;

[<Internals\Interviews\Interview 7.UNFPA.F.INTERNATIONAL.CAIRO>](#) - § 1
reference coded [0.79% Coverage] Reference 1 - 0.79% Coverage

“I don’t, I don’t know about the gender diversity, I think I want to avoid that word of diversity, I need to under, you know, I need to read a little more to understand what is gender diversity. Because what we talk about is gender, gender equality, and women empowerment, so that is so far, the words that, the key words that we are using” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 7).

Participants highlighted that it always has to be equal opportunities as this is presented in the written regulations of gender equality within the UN in general.

Moreover, participants highlighted that even if staff are convinced that gender equality falls more within the concept of diversity they will always choose to follow equal opportunities for the following reasons.

1. Equal opportunities have clear procedures such as recruiting, equal opportunities violations reporting channels and office evaluation process.
2. Part of the office evaluation process is based on following the rules of equal opportunities therefore since diversity has no actual rules to follow it might be not the right thing to do.

Participants highlighted that equal opportunities is better to apply than diversity as diversity has no clear guidelines it may depend on personal understanding which maybe right or wrong which can be seen as a drawback of diversity by participants. The following citation from an interview supports such argument.

“<[Internals\Interviews\Interview 8.UNDP.M.INTERNATIONAL.AMMAN](#)> - § 1
reference coded [3.32% Coverage] Reference 1 - 3.32% Coverage

“Another thought, i think equal opportunities is more systematic and it tells you

exactly what to do where diversity is more a personal attitude up-to-date so there both as i said should not conflict but yes, people are more into clarity and this is equal opportunities.” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 8).

Participants argued that diversity represent more the attitudes of people towards gender equality and such attitude is not always the right thing as there always have to be a clear guideline to follow to be in the safe side.

8.7.2.1. Relating the frame results to the participants attributes

In this frame all participants contributed to this frame sharing the same view as gender equality is best practiced and perceived within equal opportunities rather than diversity. Therefore, the attributes table will not add any benefit for this frame.

8.7.3. Gender equality culture

This frame is directed by the third interviews question and aims to contribute to answering both the third and the fourth research questions. In this frame all participants contributed where (33) references resulted from the nineteen interviews contributed to this frame.

This frame aims to highlight if a global organisation such as the UN consideration of local culture of gender equality affect the management of gender equality within its country offices? As culture is one of the shaping aspects of gender equality management as debated in the literature review (Risman 2009).

In this frame there were two main perspectives that have been addressed; first perspective; gender equality culture is not addressed within written policies.

The other perspective; is that gender equality culture is very well addressed and considered in UNDP/UNFPA country offices in Jordan and Egypt.

In terms of the first perspective, all (9) local participants expressed that gender equality culture is not addressed efficiently in both written policies and personal attitudes of management within the office. Personal acts are the dominant side of applying gender equality culture or not where it can vary from division to another based on the manager personal attitude towards gender equality culture in the country office.

The following citation supports the above argument;

[“<Internals\Interviews\Interview 11.UNDP.F.LOCAL.CAIRO>”](#) - § 1 reference coded [3.32% Coverage] Reference 1 - 3.32% Coverage

“But even though when it comes to published reports, sometimes when i read them i say is that really my own country and culture? i don’t know, sometimes it doesn’t even reflect me.” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 11).

In the same aspect, other view which was expressed by six local staff highlighted that not taking local gender equality culture into consideration reflects on not filling certain leading positions within the office especially for females. The following citation supports such argument.

[“<Internals\Interviews\interview 12.UNDP.F.AMMAN.IOCAL>”](#) - § 2 references coded [21.19% Coverage] Reference 1 - 10.27% Coverage

“And what happens that u get loads of well qualified females of the host country who

can fulfil certain posts but when u look at the females working in it they are all Americans or Europeans ...westernised by other words. Why? Because, at certain posts employees will have to spend day or two in the field so a women from my culture and this country culture will not morally accept staying away from her family or husband with strange men to her, this what our culture and religion say, and you understand that I presume as u come from Jordan.” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 12).

The above perspective totally conflicts with the perspective provided by all ten international participants which state that gender equality culture is very well addressed within UNDP/UNFPA documents and policies. Moreover, such perspective argues, that even personal attitudes towards gender equality culture is well addressed through sessions and training courses provided on this matter by UNDP/UNFPA country offices in Jordan and Egypt. The following citation supports the above argument;

[<Internals\Interviews\Interview 6.UNFPA.M.INTERNATIONAL.CAIRO>](#) - § 2
references coded [5.51% Coverage] References 1-2 - 5.51% Coverage

“But they do realise it and the do say that all, all these items should be, even if you find, if you read the (inaudible) International Conference, (inaudible) in 1994, there’s a clear statement that all the issues included, it should be subject to the local culture. It should be required and tailored according to the local culture so take it into consideration and in Egypt for example, we’re so keen to work with (inaudible) organisation because we understand the role they play and how influence they are on people in decisions so approach them and they’re a key player” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 6).

The researcher came up with one explanation regarding the conflict in views; it may be that the provided cultural awareness inductions are not spotting on the true cultural reflections of gender equality within the country office.

8.7.3.1. Relating the frame results to the participants attributes

The main attribute to be highlighted in this frame is the type of employees within UNDP/UNFPA country offices. All (9) local participants expressed that gender equality culture is only addressed in written policies of the UNDP/UNFPA still; it depends on the personal attitude of the manager in how to apply it positively or not.

On the other hand, all (10) international employees expressed that gender equality culture is very well addressed through written policies and through training courses and sessions on such issue provided to employees before being assigned on an international mission. Furthermore, international employees stated that the local gender equality culture is highly considered when designing projects and programs.

The following table will present participants contributions to each of the frame perspectives.

Table 15 Participants contributions to the frame perspectives

| Perspectives | Number of Participants | Frequency of Occurrence |
|--|------------------------|-------------------------|
| Gender equality culture is only addressed within written policies | 9 | 14 |
| Not taking gender equality culture into consideration is reflecting on assigning leading positions to local female employees. | 6 | 18 |
| Gender equality in local culture is well addressed and training courses and sessions are provided for employees on the local culture of gender equality. | 10 | 11 |

The following is an attribute table developed by the researcher and assisted by using Nvivo software linking the frame results to the related attributes.

Table 16 Relating the third frame results to the participants attributes

| | | |
|---|----|---|
| Total of participant contributed to this node | 19 | Comments |
| Local employees | 9 | 9 participants: Gender equality culture is only addressed within written policies. 6 participants: Not taking gender equality culture into consideration is reflecting on assigning leading positions to local female employees. |
| International employees | 10 | 10 participants: Gender equality in local culture is well addressed and training courses and sessions are provided for employees on the local culture of gender equality. |

Such frame can be linked to the first frame where gender equality culture was seen as not taken into consideration in staff interpretations of written policies on gender equality.

8.7.4. Staff access to UN materials on gender equality management

This frame was not directed by any of the interviews questions it was generated through the discussion between the researcher and the participants. Only (8) participants contributed to this frame where the following table will demonstrate the participants' attributes of this frame. Moreover, (18) references from the eight interviews contributed to this frame. This frame represents a non dominant perspective which was seen as a strategic contribution to present a systematic understanding to managing gender equality within UNDP/UNFPA country offices in Jordan and Egypt.

Table 17 Fourth frame participants' attributes structure

| | |
|-------------------------|---|
| Total of participants | 8 |
| UNDP | 4 |
| UNFPA | 4 |
| Local employees | 5 |
| International employees | 3 |
| Male | 2 |
| female | 6 |
| Egypt | 8 |
| Jordan | 0 |

The perspective of this frame is that participants agree on the high value of the UN resources on managing gender equality but the office workload is the main barrier in getting the maximum benefit of it.

In this frame all participants referred to the written UN materials and policy reports on how to manage gender equality which led the researcher to ask them to expand on this issue. Therefore, it was decided by the researcher that the results of this frame may contribute to the approaches taken by the UNDP/UNFPA to manage gender equality within their country offices in Jordan and Egypt. Therefore, the researcher coded all contributions to this frame by the participants.

Participants referred to the high quality of resources on gender equality management provided by the UN system. Participants expressed that such resources range from introductory resources to gender equality practical management approaches to even networking on gender equality management with other UN staff in different offices to benefit from their experiences.

Participants highlighted how such resources can positively guide employees on gender equality management specially the networking aspect. One of the participants explained that there are seven corporate networks in the UN intranet system which

includes gender equality management as a main theme. Such system allows UN staff to post their experiences and suggestions related to the seven topics.

All participants contributed to this frame highlighted that they do not have enough time to go through all these resources due to the high workload. Workload was a common aspect used by all participants either in word frequency search or related content meaning search. The following citation supports this argument;

[<Internals\Interviews\Interview 14.UNDP.M.LOCAL.CAIRO>](#) - § 1 reference coded [1.09% Coverage] Reference 1 - 1.09% Coverage

“I think because, I should be aware or I shouldn’t be aware, I think it is also a part of my personal responsibility to find that information. So, I’m personally interested to know, all the time, about what’s happening within the UN in terms of gender. But, usually because of the workload not everybody has the time to go and search for that information.” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 14).

8.7.4.1. Relating the frame results to the participants attributes

All participants shared the same perspective in this frame and there were no certain attribute that presented a different perspective. Therefore, the attribute table will not add any benefit to this frame.

8.7.5. Gender equality training for UNDP/UNFPA staff

This frame is directed by the fourth and fifth interviews' questions and aims to contribute to answering the fifth research question.

In this frame all participants contributed where (32) references resulted from the nineteen interviews contributed to this frame.

The attribute which presented a difference in participants' perspectives was the type of employees. Five employees stated that they never received such training where (14) stated that they did.

This frame presented two main perspectives; first perspective is referenced to participants who received gender equality management training and second is referenced to participants who did not receive any training.

In terms of the first perspective which represented participants who received gender equality management training; participants argued that gender equality trainings are more focused on the cultural dimensions of gender equality where the management side of it was not clear to participants. The following is a citation from supporting such argument.

[<Internals\Interviews\Interview 4.UNDP.F.LOCAL.CAIRO>](#) - § 3 references coded [6.38% Coverage] Reference 1 - 2.61% Coverage

“The other thing, I told you this, the last time we had an interview was the UNDP is doing, for a start is that we are mandated to take mandatory courses online, about gender policy and gender equality so this is something we do on our own but it is mandatory for any UNDP staff to take this course upon entry into the system and actually there is an exam that you have to take and you have to pass. But in terms of having like gender equality management workshops and not very much is happening in terms of the workplace.” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 4).

Participants expressed that upon entry to the UN system there are six mandatory gender equality online courses all staff should receive. Moreover staff expressed that there are special trainings for staff working in gender equality related projects.

In regard to the first perspective, participants related these training courses to projects rather than managing gender equality within the office. Participants stated that these sessions and trainings they were required to take were more concerned with preparing them to manage gender equality in the fields and in projects.

Again, and within the first perspective; (6) participants were satisfied with the trainings and sessions provided on gender equality management and argue that these trainings are very useful. These participants were all international and the following citation supports their perspective;

[<Internals\Interviews\Interview 10.UNDP.F.INTERNATIONAL.CAIRO>](#) - § 2 references coded [7.43% Coverage] Reference 1 - 2.99% Coverage

"Well they do sort of training to try to explain to the project staff what do you mean exactly for gender and when you talk about gender it is not just about women and men but it is about like different relationships and how you interact with different, different people in age, in sex, in the different approach (inaudible) the different groups and it is up to them, the human resource person to help you, I think to understand, again in case there are violations on what you should do, and who you should approach." The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 10).

In regard to the second perspective, (5) participants stated that never received gender equality management training. In this aspects participants stated that they received other trainings on culture and to manage a diverse work force but not specifically on gender equality management. The following citation supports such perspective;

[<Internals\Interviews\Interview 2.UNFPA.F.LOCAL.CAIRO>](#) - § 3 references coded [7.57% Coverage] Reference 1 - 1.54% Coverage

“Evan: And that brings me to question, did you receive training or awareness sessions regarding gender equality within the UN when you first came?

Respondent: No.” The quotation was cited from Nvivo software where all interviews are coded and saved, (interview 2).

8.7.5.1. Relating the frame results to the participants attributes

Only (5) participants stated that they did not receive any training on gender equality (4) of them were local staff and (1) international where (14) participants stated did receive trainings. The following table will present number of the participants contribution to the frame perspectives.

Table 18 Participants contributing to the frame perspectives

| Perspectives | Number of Participants | Frequency of Occurrence |
|--|------------------------|-------------------------|
| Participants did not receive any gender equality management trainings. | 5 | 14 |
| Participants received gender equality management trainings | 14 | 18 |

The following is an attribute table developed by the researcher linking the frame results to the related attributes.

Table 19 Relating the fifth frame results to the participants attributes

| | | |
|--|----|---|
| Total of participants contributed to this node | 19 | 5 participants did not receive any gender equality management trainings. 14 participants received gender equality management trainings |
| Local employees | 9 | 4 participants did not receive any gender |

| | | |
|-------------------------|----|--|
| | | <p>equality management training.</p> <p>5 participants received gender equality training believe that these trainings are not related to gender equality management.</p> |
| International employees | 10 | <p>9 participants received gender equality management training</p> <p>3 out of 10 participants: believe that these trainings are not related to gender equality management.</p> <p>6 out of 10 participants: were happy with the trainings and believe they are very useful</p> <p>1 participant did not receive gender equality training.</p> |

Again, similar to previous frames the “type of employee” attribute was the only attribute which presented different views in terms of gender equality training.

8.7.6. Practical approaches to manage gender equality

This frame is directed by the second and the fourth interviews' questions and aims to answer the fifth research question. In this frame all participants contributed where (37) references resulted from the nineteen interviews contributed to this frame.

In this frame three main perspectives highlighted the practical approaches of gender equality. The main participants attribute which represented different perspective was type of employees.

The first perspective states that gender balance is the main practical approach of gender equality that is followed in UNDP/UNFPA country offices of Jordan and Egypt.

In terms of the first perspective, (4) participants expressed that practical approaches to manage gender equality are centred on recruiting more women in general and from ethnic minorities specifically. These participants argued that achieving the gender balance is the most practical aspect presented in their offices.

The second perspective argued by (11) participants in this frame states that; although gender balance is a main practical approach to manage gender equality, there are guidelines and initiatives for other practical approaches to manage gender equality but they are not applied on the ground. These participants argued that when it comes to measure how gender equality is managed in UNDP/UNFPA country offices in Jordan and Egypt it is always achieving the gender balance that counts the most. Furthermore, participants highlighted that applying other practical approaches to manage gender equality depends on the management personal attitude towards managing gender equality. Even when there are follow up committees to measure gender equality, it is always conducted by external bodies such as the CEDAW -the convention of elimination of all forms of discrimination against women- and very minimum participation of the office staff are considered.

One participant highlighted that staff within the offices know that there are good practical policies on how to manage gender equality but due to the workload staff do not have time to go on the system and spend sufficient time to read them and hence, ask for them. Again, offices management is not putting enough effort to update the staff on new policies or provide induction sessions or trainings on how to apply such policies.

The third perspective conflicts with the above two perspectives where it highlight that practical approaches to manage gender equality does exist and staff are

encouraged to apply them.

The third perspective argued that the UN is providing enough preparation courses on how to manage gender equality within the offices; this perspective was argued by (3) participants. These participants highlighted that there are different approaches to apply gender equality management and one of the best approach is the amount of sources provided by the UN intranet system. Therefore, it can be seen that such perspective is the exact opposite of the previous two perspectives.

8.7.6.1. Relating the frame results to the participants attributes

Like all previous frames employees' type is the only attribute which presented different perspectives within the participants' perspectives.

The following table represent the number of participants contributing to each of the frame perspectives

Table 20 Participants contributing to the frame perspectives

| Perspectives | Number of Participants | Frequency of Occurrence |
|--|------------------------|-------------------------|
| Participants highlighted that it is all about achieving the gender balance. | 4 | 21 |
| Participants highlighted that there are good policies on managing gender equality but they are not practically applied on the grounds. | 11 | 8 |
| Participant highlighted that the offices is not putting enough efforts to update the staff on the policies and reports. | 1 | 2 |
| Participants highlighted that there are good policies and they are practically managed. | 3 | 6 |

The following is an attribute table defining the structure of the frame results based on the participants attributes.

Table 21 Relating the sixth frames results to the participants attributes

| | | |
|-------------------------|----|--|
| Local employees | 9 | 4 participants argued that gender equality management policies are all about achieving gender balance only. 5 participants highlighted that gender equality management policies and guidelines exist but not applied on the grounds. |
| International employees | 10 | 6 participants highlighted that gender equality management policies and guidelines exist but not applied on the grounds. 1 participant argued that gender equality management policies are all about achieving gender balance only. 3 participants argued that there are good policies and they are practically managed. |

8.8. Linking frames results

Six frames were analysed in this chapter, three of these frames results were equally contributed to by all different participants attributes where there were no single attribute which stood alone and presented different perspective. These frames are;

1. Staff understandings of UNDP/UNFPA policies on gender equality
2. Gender equality in equal opportunities and diversity
3. Access to UNDP/UNFPA materials on gender equality

The other three frames were all linked by a common attribute which is the employee type -international member of staff or local member of staff-. Local employees had almost an opposite perspective to the international employees in all three frames. These frames are;

1. Gender equality culture

2. Gender equality training for UNDP/UNFPA staff

3. Practical approaches to manage gender equality

Taking gender equality culture frame, international employees expressed that gender equality culture in the country offices is well addressed and cultural inductions were delivered to them on this matter. In contrast, local employees believe that not considering the regional culture well enough resulted in recruiting more local women in order to achieve gender balance but these women are not advanced in their jobs as it has been highlighted in the frame interviews citations.

In the gender equality training frame (5) local employees stated that they did not receive any gender equality training where only (1) international employee stated the same.

The same was for the practical approaches frame where all (9) local employees stated that practical approaches are either focused on gender balance only or those practical approaches exist but not applied on the ground.

When looking at the two sets of frames in this section the first set where all employees contributed to equally and the second set where the type of employment was the attribute which contributed different perspective, there is common feature unite each set. The first set is focused on staff understandings, perceptions of gender equality and access to written materials. All of which refer to soft knowledge or theories or written regulations and policies. Where on the other hand, the second set is focused on daily interactions, acts and practical approaches.

Such interpretation can lead to further questions such as the balance of UNDP/UNFPA organizational culture between the different types of employees. Still,

this research aims to present the real picture of what is taking place within UNDP/UNFPA country offices and link different frames together in order to present the results.

At the beginning of this chapter analysis the researcher expected different perspectives to arise between UNDP staff and UNFPA staff and between male and female participants. Thus, by looking at the above frames analysis all participants contributed equally to the different frames and the only attribute that has been addressed was the type of employees rather than the agency. The following table developed by the researcher will give a summary of the above frames results based on the participants attributes.

Table 22 Comparing chapter eight participants attributes

| Agency: UNDP/UNFPA | Gender: Male/Female | Employee type: Local/International | Country: Jordan/Egypt |
|--|--|---|---|
| Participants in both agencies contributed equally to all frames. | Although only five males were within the participants, still there was no significant difference in both male and female perspectives to all different frames. | This was the dominant attribute to contribute different perspectives, were three frames had different perspectives within local and international participants. | Participants in both agencies contributed equally to all frames |

8.9. Conclusion

In this chapter, six frames were analyzed presenting the diverse perspectives of nineteen interviewed participants in UNDP/UNFPA country offices of Jordan and Egypt. Each frame presented different perspective on managing gender equality in the offices.

The main attribute which dominated in presenting different perspectives within participants was the type of employment referring to international or local type of employment.

Other attributes such as the gender of the participants or their office or country location did not provide different perspectives to the participant answers.

Critical and strategic frame analysis was the analysis method used in this chapter in assistance with using Nvivo software. Critical frame approach focused on presenting the diverse interpretation of gender equality and its reflection on forming gender equality policies. Strategic framing focused on presenting the strategic non dominant frames which will contribute to present a systematic understating of managing gender equality in UNDP/UNFPA country offices in Jordan and Egypt.

This chapter followed a country analysis chapter on the status of gender equality in both Egypt and Jordan. Again, this chapter followed the perspective of the UNDP/UNFPA agencies through their published reports on managing gender equality.

In the following final chapter the three sets of results will be linked aiming to present this research results of how gender equality is managed within UNDP/UNFPA Jordan and Egypt country offices.

Chapter Nine: Results, discussion and recommendations

9.1. Introduction

This chapter will aim to present the results of this PhD thesis. The research results will be based on linking the different frames results from the chapters of analysis. In this chapter each of the research result will be followed by a discussion. The research results will aim to answer the research questions presented in chapter two.

Based on the research results a systematic understanding of gender equality management will be presented. Such systematic understanding of gender equality is based on integrating the frames and results from the analysis chapters to investigate the management of gender equality within UNDP/UNFPA country offices of Jordan and Egypt and to present a systematic approach to manage gender equality in the UNDP/UNFPA country offices.

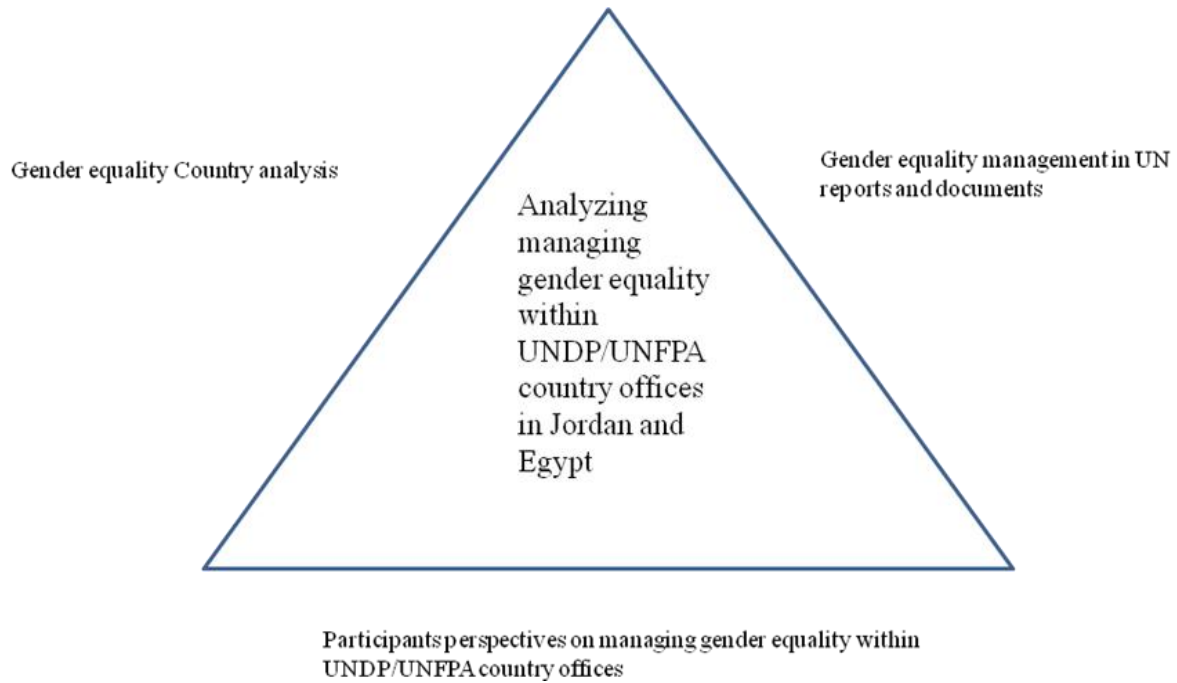
Moreover, this chapter will present the research limitations faced by the researcher which will lead to a section on further researches needed where the researcher highlight future researches needed to enrich the knowledge of gender equality management within the UN system in general and not only in UNDP/UNFPA country offices of Jordan and Egypt.

9.2. Results: linking the results triangle

The results in this thesis were based on three main stages, chapter six the country analysis chapter, chapter seven UNDP/UNFPA policy reports analysis and chapter eight participants interviews analysis. Therefore, the data analysis stages could be seen as the

following figure developed by the researcher;

Figure 10 Data analysis stages



The following are the research results presented through linking the data triangle.

There is a contradiction between how gender equality is presented in UNDP/UNFPA policy reports/documents and the staff understanding of gender equality within UNDP/UNFPA country offices of Jordan and Egypt

The meaning of gender equality management was presented in chapter seven in the frame; “meaning of gender equality management in UNDP/UNFPA reports” and in chapter eight in the following frames; “staff understandings of UNDP/UNFPA policies

on gender equality management” and “gender equality management in equal opportunities and diversity”.

Gender equality within UNDP/UNFPA policy reports and documents represented different dimensions of gender equality such as different needs, different cultures, the power structure between men and women, equal opportunities and women advancement and gender balance. Such dimensions were presented in the literature chapters of this study as the positive approaches to manage gender equality. While in the interviews analysis in chapter seven, gender equality represented one dominant concept only, gender balance.

Moreover, participants highlighted that there are other initiatives which represent gender equality other than gender balance still; participants stated that gender balance representation of gender equality is seen the most dominant perspective. Based on the Nvivo analysis process there were (33) references within the interviews highlighting that gender balance is the most visible policy representing gender equality. On the contradiction, the UNDP gender balance policy (2003-2006) placed in appendix **D** linked gender balance to women advancement within the UNDP.

Furthermore, gender equality within the analyzed UNDP/UNFPA policy reports was perceived in both diversity and equal opportunities concepts with no guiding rules to limit gender equality to any of the concepts. In the UNDP section in chapter seven, gender equality management was seen more within the concept of diversity while in the UNFPA section was seen more within the concept of equal opportunities. On the other hand, participants from both agencies stated that gender equality is only represented through the concept of equal opportunities.

Participants highlighted that gender equality can be understood within the concept of diversity due to the diverse dimensions within gender equality, still, due to the office regulations and policies, equal opportunities is the clear guidance of gender equality management. Such a concept is contradicted in the analyzed reports of UNDP/UNFPA where in chapter seven UNDP/UNFPA did not limit gender equality to diversity or equal opportunities, still participants found that equal opportunities is more dominant but limiting their gender equality practices.

Moreover, the participants argument in terms of limiting gender equality within the concept of equal opportunities as regulations and to diversity as personal attitudes and understandings can be linked back to the literature where it was highlighted that equal opportunities is no longer the cure to manage gender equality, it is how to manage the differences of and within gender equality (Terry 2009, Lane and McNaught 2009). In this aspect, it is efficient to re-quote Thomas (1990) “Women and minorities no longer need boarding pass, they need an upgrade” Thomas (1990:108).

Therefore, a gap can be identified between the proficient UNDP/UNFPA policy reports on gender equality and the reflections of such reports on the participants understanding of gender equality within the UNDP/UNFPA. Such gap maybe linked to the limited access of staff to the UN policy reports and material so the participants may be aware of such reports perspectives on gender equality. The argument of participants’ access to policy reports and materials has been framed and analyzed in chapter eight and will be reflected upon in the following result.

Staff access to UNDP/UNFPA materials on managing gender equality is limited by the workload and the unawareness of such materials existence and usage

Staff access to the UNDP/UNFPA policy reports and gender equality management materials was highlighted in the above result and will be mentioned in some of the following results as well. Moreover, this aspect was highlighted by eight participants within the interviews analysis chapter a concept which is not dominant within the participants' perspectives, still, the researcher believes that such concept can provide a strategic input in presenting a systematic understanding of managing gender equality.

Through analyzing UNDP/UNFPA reports in chapter seven, various proficient materials exist regarding managing gender equality. These materials range from practical approaches to training manuals and gender balance policies with a focus on women career advancement.

Such materials were not reflected upon by participants due to their unawareness of its existence or their limited access to such materials by UNDP/UNFPA. Workload was the main issue participants related to regarding their limited access to such materials. Moreover, participants highlighted that the office management should alert them on any materials updates and provide some sessions or workshops to act as guidance or induction sessions on how to use such materials.

Moreover, participants stated that the UN regulations in general address the need of its staff to access such materials and the UN states that staff have a certain percentage of their time to read and have access to related materials (Please see section 3 in the UNDP

gender balance policy 2003-2006). Thus, participants stated that due to the workload within the offices, participants do not have enough time to read through publications and materials, though they acknowledge its existence.

**Gender equality management trainings proficiently exist within the policy reports
but not applied to the same extent within staff**

A contradiction was visible when comparing gender equality training frame in chapter seven through the analyzed UN reports and the same frame in chapter eight within the participants' perspectives.

In chapter seven, gender equality training courses were systematically presented through clear step by step approaches such as in the “ten steps” approach by the UNDP within the gender mainstreaming in practice (2007) report. Such approach was presented as a training manual where potential trainers are provided with all material needed to conduct a very efficient gender equality management training course.

Moreover, gender equality trainings in the analyzed reports distinguish between managing gender equality within the UN offices and within the programs conducted by the country offices.

Still, when it came to the participants' perspectives on gender equality trainings it was visible that the materials provided by the UN are not reflected on the ground. Although participants highlighted that gender equality trainings are mandatory for each UN staff, five participants stated that they did not receive any training related to gender equality, four of them were local staff. Therefore, the other side of this argument is, the UN is not providing gender equality management training to the same extent of practicality as the

training manuals on the UN system. Similar argument was presented within the literature review in chapter four section (4.6) in Baugh (2007), Maier (2005), and Swann et al. (2004) where they argued that managing diversity is not only to produce good diversity policies but to ensure the applications of such policies within the organisation.

Furthermore, eight out of fourteen participants stated that the received trainings were more focused on programs or cultural basis rather than a management base of gender equality within the country offices of UNDP/UNFPA. Still, it is efficient to mention that six participants received gender equality management trainings and believed that such trainings were very useful, though all six participants were international staff.

Therefore, gender equality management trainings proficiently exist within the UNDP/UNFPA system and materials but they are not applied at the same efficiency within the country offices. Such result is due to the following reasons;

1. None of the participants reflected on any of the analyzed training manuals and approaches in chapter seven.
2. A worrying number of five participants, four of whom were local staff, did not receive any gender equality training courses although all other participants stated that such training are mandatory for all UN staff.
3. Participants who received gender equality training stated that such trainings are not related to managing gender equality within the country offices as such trainings are more related to projects.

Practical approaches to manage gender equality are not only centred on gender balance still, it is the most applied approach within UNDP/UNFPA country offices of Jordan and Egypt

Both agencies presented systematic practical approaches in managing gender equality. UNDP presented its approach to manage gender equality through defining three main aspects; properties, human paradigm, and existing strategies on gender equality. Each aspect was presented within a systematic approach. UNFPA approached managing gender equality based on three stages; a major review of gender equality material, address the key aspects to develop, and highlight the expected results. Each of the agencies approaches were analyzed in chapter seven.

Such systematic approach to manage gender equality did not appear to be understood and practiced the same by the participants working within country offices in Jordan and Egypt of UNDP/UNFPA.

Participants highlighted that gender balance is the most known and common practical approach to manage gender equality within UNDP/UNFPA country offices of Jordan and Egypt. In this aspect, participants stated that any gender equality initiative within the office will come across as gender balance.

Moreover, participants highlighted that even gender equality evaluation committees such as CEDAW mainly evaluate gender equality management within the country office through measuring to what extent gender balance is achieved. In this aspect, participants highlighted that minimal participation of the country office staff takes place within the

evaluation process or the evaluation committee which was interpreted by participants that gender equality is more of a top management issue.

Still, participants made it clear that they are aware of other good initiatives to manage gender equality promoted by the UN that exist within the policy reports but staff highlight that the workload is major barrier to get access to such reports.

Therefore, the gap arises between what the UNDP/UNFPA provide on its systems regarding managing gender equality and the staff access and application of such materials within their country offices. Furthermore, in section (4.6) Baugh (2007) argued that an evaluation process should go hand in hand with policy incorporation. In this aspect the UN policies highlight the importance of considering the following actions to achieving gender balance such as career advancement, still, this cannot be seen as the case in this result below.

Not taking the actual cultural dimensions presented in UN reports into consideration is becoming a gender equality management barrier including career advancement in UNDP/UNFPA country offices of Jordan and Egypt

The cultural dimension was one of the dominant dimensions in the participants' perspectives. Not taking the local culture of gender equality into consideration was a common reference in the interviews analysis. Two main concepts were highlighted in the “gender equality culture” frame in chapter eight both concepts put high value on understanding the local gender equality culture in Jordan and Egypt.

At a first instance, a different presentation between what the UN reports publish on the local culture of gender equality and the reality of such culture can be highlighted as a

potential gap. Still, by looking at the “gender equality culture” in chapter eight section (8.7.3) and the “social structure of gender equality” frame in chapter six section (6.7), both frames highlighted similar issues which suggests strongly that chapter six reflects the actual cultural dimensions presented by the participants in chapter eight.

In both frames “meaning of gender equality management” in chapter eight and “social structure of gender equality” frame in chapter six highlighted how social norms can be a barrier for females to work in professional jobs. Therefore, not taking the local culture into consideration can be a barrier for local women to advance in their jobs within the local offices of UNDP and UNFPA in Jordan and Egypt.

Such issue was considered in both countries analysis again it was referenced within the participants’ perspectives in chapter eight.

Therefore, if the reports published by the UNDP and analyzed in chapter six highlighted the same issues referred to by the participants in chapter eight regarding gender equality culture; the gap does not exist between what is published and what is really going on.

The gap that can be identified is through the staff access to the right policy reports and materials on such issue to guide them to the right track on how to consider the local culture when managing gender equality within the country offices. Such concept was framed within the analysis in chapter eight. Moreover, such frame can be linked to the “gender equality training for UNDP/UNFPA staff” frame, where participants highlighted that specialized trainings on using the published reports by the UN is needed.

Summarizing the above discussion; gender equality local cultural dimensions presented

in the UN reports and analyzed in chapter six present the actual cultural challenges as being the same as reflected upon by the participants' perspectives in chapter eight. Still, the management levels in UNDP/UNFPA country offices are not having a clear access to such reports and materials which resulted in not taking the local culture of gender equality into consideration when managing gender equality. Moreover, in section (4.6) the same discussion took place within the literature where it was highlighted the importance of considering the cultural aspects within a country office of an organization (Risman 2009).

There is a clear gap between local and international staff in perceiving and interpreting gender equality management approaches in UNDP/UNFPA country offices in Jordan and Egypt

Through the above results in this section and through the analysis of participants' perspectives in chapter eight; employment status was the most dominant attribute which presented different views within all framed concepts in chapter eight.

The researcher expected that there will be a clear difference between UNDP/UNFPA staff based on the different scope of work of each of the agencies. Still, such expectation did appear within the analysis where the most dominant attribute turned out to be within the employment status attribute. Local staff had presented their views in almost the opposite direction of the international staff, though; there have been cases that both staff were on the same direction.

Beside employment status, culture was the second dominant attribute; still, such

attribute was always raised by local staff in terms of not considering local culture when managing gender equality within Jordan and Egypt country offices.

Linking the above discussion and the discussion in the previous results can be related to the intersectionality theory where it was argued that gender equality should be analyzed in consideration of gender, race and class (Acker 2006). In this PhD gender equality was clearly related to gender, culture and employment status such statement can be seen in the different frames discussion in chapter eight where the employment status was the dominant participants attribute. Such aspect was highlighted in chapter five where it is suggested that intersectionality may be the cure for incorporating gender equality within diverse environment (Lombardo and Agusting 2011).

Intersectionality looked at gender alongside race and class while in the UNDP/UNFPA, regarding gender equality, the analysis of culture can be seen as parallel to race alongside employment status which can be seen as parallel to class.

9.3. Recommendations: Nine steps approach, a systematic understanding of managing gender equality

This section will aim to present a systematic understanding based on the research results, the literature review discussion and the analyzed data in chapter six, seven and chapter eight. Both perspectives will be included, the participants perspectives and the UNDP/UNFPA perspective of how gender should be managed in line with the research results presented in this chapter.

This discussion is completing the researcher interpretation of the data analyzed in this

thesis and following frame analysis approach in combining and linking frames to present a systematic understanding of managing gender equality within the UNDP/UNFPA.

Furthermore, this section could be seen as this research recommended approach toward managing gender equality effectively based on the analyzed data in this thesis.

The following is a nine step- by- step approach representing this research contribution to how gender equality can be managed, based on the analysis chapters of this thesis and the results outcome.

The first four steps exist within the current approaches of managing gender equality within the UN system and offices in general. Moreover, the fifth step is clear within the UN policy reports and the selected analyzed reports in chapter six, still, such step was highlighted by the participants in chapter eight.

Step one: Recruitment is the first step to manage gender equality where females are given priority over males if their qualifications matched the selection process. Such argument is based on the analyzed UNDP gender balance policy (2003-2008)

Step two: Achieving gender balance by 50/50 within the office staff. In this aspect, gender balance should be well planned based on the balanced availability of all levels of jobs within the country office.

Step three: Ensure career advancement for females both local and international working within the office. This step is a re-presentation of the UNDP gender balance policy. In this policy a clear statement on following gender balance with career advancement is provided.

Step four: Following the career advancement, this step focuses on mainstreaming gender not only in projects but also in all processes and policies. This step is a result of the literature review discussion. Again, such concept was presented within the literature in Verloo and Lombardo (2007) Stratigaski (2005) Walby (2005) and Verloo (2004) in section (4.4).

Step five: Local culture of the country office should be taken into consideration when assigning field missions and projects to local females' staff based on the analysis in chapter eight, Participants stated that their local culture was not taken into consideration when assigning for projects which reflected on their promotion prospects. Moreover, in chapter six, the cultural dimensions and variables in both countries presented different outcomes which have been highlighted in the written policy reports but still not reflecting on the staff.

Step six: Training courses should be provided for staff on regular basis and not only as mandatory online courses upon recruitment. Such trainings should be specialized in managing gender equality such as the “ten steps” training manual provided by the UNDP. Furthermore, such materials should be put into practice and actual use and made available for staff to use and access.

Step seven: Staff should have enough time to have access to UN materials on managing gender equality. Workload was one of the issues raised by participants where they described the workload as a barrier to have time to educate themselves on the proficient gender equality policy reports which exist within the UNDP/UNFPA system.

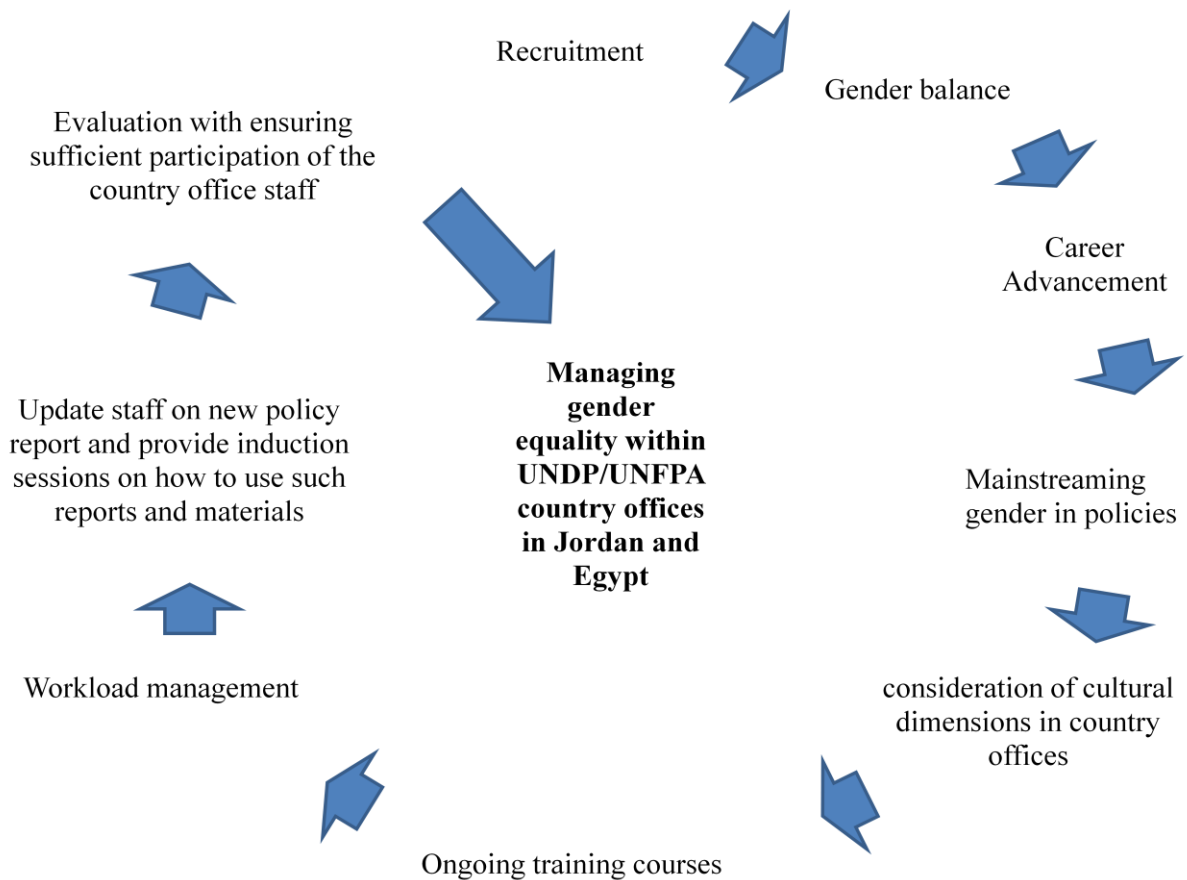
Step eight: Staff should be provided with induction sessions and workshops on the

existing policy reports, and training manuals on how to manage gender equality. These sessions and workshops should guide the staff on how to use such materials.

Step nine: gender equality management evaluation should be based on all the above aspects and not only the achievement of gender balance within the country office. Furthermore, evaluation committees should include all levels of staff within the office and not only top management levels.

The following figure developed by the researcher is an illustration of the above steps;

Figure 11 Systematic understanding to managing gender equality in UNDP/UNFPA country offices in Jordan and Egypt



9.4. Study limitations

The researcher identity: The researcher is a University PhD candidate conducting a research on managing gender equality within the UNDP/UNFPA country offices. The researcher being an external researcher with an aim to achieve a PhD in the first place limited his approach in securing contacts, having a choice in selecting participants, and having an internal understating of the work environment and management approaches of UNDP/UNFPA country offices in Jordan and Egypt.

The researcher as stated in chapter two did not have a full choice in selecting participants; he followed the snowball approach in interviewing participants. Moreover, participants did not always have time to sit in a room for (30-60) minutes due to unexpected work engagements. For example, the researcher have secured an interview with a participant who worked as a gender specialist and on the arrival of the researcher to the participant office the participant highlighted that she has to go to a project 45 minutes away from her office in Cairo. The participant gave the researcher the choice of accompany her or reschedule the interview for another day. The researcher had to choose the first option since he was travelling back to the university the following day, so the interview took place within the participant car while driving to her project assignment.

Moreover, an internal researcher would have more in-depth sense of the office environment and day to day engagement with management approaches.

Therefore, a UNDP/UNFPA internal he/she might have a choice in selecting participants for the research. Moreover, an internal researcher might have more quantitative and qualitative access to participants in order to produce a larger research

sample and more flexible time for the interviewing process. Moreover, an internal researcher could provide more realistic contributions or recommendations than an external research. Still, an internal researcher might be limited with the organisation regulations and bureaucracy.

Research sample: this research was focused on UNDP/UNFPA country offices in Jordan and Egypt. The participants sample consisted of nineteen UNDP/UNFPA local/international staff. The researcher believes that more rich results can be produced if a larger research sample was conducted in terms of the participants. The same argument can be used for a larger sample in terms of the agencies. More UN agencies if included in future researches can produce more accurate and rich results and can give such research a UN generalization privilege, where in this PhD the results will always be referred to managing gender equality within UNDP/UNFPA country offices of Jordan and Egypt rather than the UN in general. For example taking the non dominant frame in chapter eight “staff access to UN material” such frame is focused on UNDP/UNFPA country offices of Jordan and Egypt, a different country offices or even a different UN agency might not have such argument framed within its workforce.

Limited similar researches: This aspect could be seen as a contribution to knowledge where as highlighted in chapter five, there was almost no research conducted on managing gender equality within the United Nations conducted as an academic external research. The available material was published by the UN different reports and world women conferences reviewed in chapter five. Therefore, the researcher focused on the European Union different gender equality policies and discourses. Furthermore, all literature on gender equality within the UN was more of taking the UN as a base of the

ideal gender equality knowledge due to the UN international and global efforts on gender equality (Verloo 2004, Verloo and Lombardo 2007). Therefore, a critical review of the UN approaches to gender equality was not present and the researcher aim in his PhD thesis to be a stepping stone on focusing not only on gender equality in general but on the management side of it within the selected UN agencies.

9.5. Further researches needed

It has been highlighted in Risman (2009), Verloo and Lombardo (2007) and Verloo (2004) that gender equality is changeable based on changeable dimensions. Again, in chapter six, gender equality differed between Jordan and Egypt although both countries are within one region and very similar culture. Furthermore, gender equality differed within the same country as it has been highlighted in both countries analysis in chapter six.

The researcher suggests that the concept of gender equality within the UNDP/UNFPA country offices in Jordan and Egypt should be constantly revised based on the changeable factors of time, location, socio-political discourse. Hence, the frames and results within this PhD may be changeable based on the different changeable dimensions or different culture, location and public policy and political discourses.

Therefore, a future research on different patterns of culture or different country offices in a different geographical region is needed. The same research if conducted in Europe country offices of UNDP/UNFPA can present different dominant attributes within participants rather than the employment status as the case of this PhD thesis for example.

Another future research is needed in terms of the management balance between the

international and local staff in the UN system. As it has been highlighted in chapter eight, employment status was the dominant participants attribute. Local staff tends to understand gender equality policy discourses within the UNDP/UNFPA offices differently than the international employees. Such difference can be mainly related to the different cultures; still, the researcher through his interviews with local participants believes that such difference may have a management policy imbalance background. Moreover, this imbalance can be more obvious within countries that cultural dimension is dominant within its societies such as Egypt/Jordan based on the analysis of chapter six.

9.6. Contribution to knowledge

Verloo and Lombardo (2007) and Verloo (2004) highlighted that gender equality mainstreaming is a relatively new aspect and still under researched within the academic literature. Stratigaski (2005) argues that gender mainstreaming, which is the one of the most recent attempts of addressing gender equality, refers to incorporating gender equality in development projects.

“Gender Mainstreaming is a recent strategy, and the few studies that exist at the moment stress that it is too early for evaluation. There are only a limited number of more reflective studies, and very little academic research. This section will review the most promising ones, showing that it is striking that their conclusions seem to point in similar directions.” Verloo (2004:2)

Therefore, if gender mainstreaming is incorporating gender equality in development projects and still such concept is considered to be under researched, this research looked

further into the concept of gender equality and how the process of incorporating such concept and its different dimensions are managed. The researcher believes that mainstreaming gender is half way through incorporating gender equality especially within development.

This thesis aimed to present a systematic understanding of how gender equality is put into practice within UNDP/UNFPA country offices of Jordan and Egypt. Having achieved this aim in this chapter, the research analyzed gender equality within the UNDP/UNFPA based on three levels; Jordan and Egypt gender equality country analysis, UNDP/UNFPA written policy reports and finally participants working within UNDP/UNFPA country offices of Jordan and Egypt.

Furthermore, the reviewed literature presented very limited academic research on gender equality management within a leading organization in shaping the structure of managing gender equality such as the UN (Verloo and Lombardo 2007 and Verloo 2004). Hence, this research aimed to produce an academic research presenting a systematic understanding of gender equality management within UNDP/UNFPA country offices of Jordan and Egypt. Moreover, the research looked at gender equality management within the UNDP/UNFPA through a sensitive MENA region cultural lens.

As a result this research contribution to knowledge is based on two main aspects;

1. In terms of contributing to the literature: This PhD thesis considered the up to date development of gender equality such as gender mainstreaming and gender equality within the concepts of equal opportunities and diversity. Still, this thesis took such development within gender equality further into the application

dimensions of the available knowledge by analysing how gender equality is achieved beyond gender mainstreaming, equal opportunities and diversity. The researcher believes that gender mainstreaming, equal opportunities and diversity are the half way through the proficient application of gender equality. This PhD thesis aimed to propose the second half by investigating how gender equality and the different dimensions beyond gender mainstreaming, equal opportunities and diversity are practically managed.

Furthermore, this PhD thesis analysed managing gender in the UN a leading organisation in promoting gender equality, though, with a limited available literature on how such organisation is managing gender equality. Researchers such as Verloo and Lombardo (2007), Stratigaski (2005) Walby (2005) Lombardo and Agustin (2011) Lombardo and Meier (2008) Hafner-Burton and Pollack (2000) and Acker (2006) all point to the UN in its policy reports and conventions as the leading organisation in promoting gender equality, still, such available literature is limited. Therefore, this PhD thesis aimed to produce available literature on gender equality management within the selected country offices not only based on the analysed data of the UN policy reports but on the UNDP/UNFPA staff in the selected country offices.

Again, through using Nvivo (8) to assist the researcher in analysing the data of this PhD the practicality of using such modern software in analysing data of gender equality management may contribute to future researches aiming to analyse gender equality data using similar software's.

2. In terms of application: This PhD thesis and based on the generated dimensions of the literature, different frames of the chapters of analysis and the research results, proposed a nine steps approach to manage gender equality in UNDP/UNFPA country offices of Jordan and Egypt. The nine steps approach was based on the cultural dimensions of Jordan and Egypt, the very proficient UN policy reports and documents and the staff perspectives and their reflections of gender equality management in their country offices. Such approach may be a useful tool to decision makers in its present structure or a developed structure that may best severe the management of gender equality in the UNDP/UNFPA selected country offices or other offices and agencies within the UN.

9.7. Conclusion

This PhD thesis analyzed gender equality management based on three strands; gender equality country analysis of Egypt and Jordan where this research conducted its field work, the UNDP/UNFPA policy reports and documents, and the UNDP/UNFPA participants working in Jordan and Egypt country offices.

The research aim was to reveal how gender equality is managed within UNDP/UNFPA country offices of Jordan and Egypt and to present a systematic understanding on managing gender equality. Such aim was achieved in chapter nine based on analyzing gender equality in Jordan and Egypt, UNDP/UNFPA policy reports and documents and participants perspectives working with the UNDP/UNFPA country offices in Jordan and Egypt.

Completing this PhD thesis and achieving its aim is a presentation of the researcher commitment to the Millennium Development Goals focusing on the third goal which is gender equality.

The analysis of this PhD adopted frame analysis using both strategic framing and critical framing approaches. Moreover, nineteen semi-structured interviews with participants working in UNDP/UNFPA country office of Jordan and Egypt, eight policy reports and one management policy document were the source of data for this PhD. Chapter two presented the methodological and practical approaches of how this research was conducted.

The literature review of this PhD was based on three main strands, the development of gender equality within policies and discourses presented in chapter three, gender equality

management within the concepts of diversity and equal opportunities presented in chapter four, and gender equality development within the international policy context presented in chapter five.

The development reports presented by the UN is considered one of the best -if not the only- in the world and especially within the focus on gender equality (Verloo, 2004, Verloo and Lombardo 2007). In this PhD thesis it was highlighted that the actual practice to manage gender equality by staff working in UNDP/UNFPA country offices is limited by a number of aspects which include not reflecting the proficient policy reports on the actual management. In this aspect the researcher provided a nine steps figure to managing gender equality.

The nine steps approach is based on the literature review discussion, frames results and research results the from the three chapters of analysis. The results answered the research questions and led the way to produce the basic ingredients of managing gender equality within UNDP/UNFPA country offices in Jordan and Egypt. The systematic understanding of gender equality is considered the recommendations of this research.

To conclude this PhD thesis and based on the analysis chapters and the results emerged from this research, gender equality management should be constantly developed and researched in order not to be framed within concepts that might be out of date by the time. Moreover, managing gender equality should be measured by various ways and by linking such measurements to different cultural dimensions in each region. Managing gender equality measurements should not only be limited to achieving the gender balance within a country office or producing well refined reports. The measurements should

continue to include the extent of applying such UN policy reports by the staff who actually present such reports within the diverse development projects and UN offices around the world.

Gender equality management approaches within the UNDP/UNFPA might turn into an integrationist approach (Verloo 2004 and Verloo and Lombardo 2007) which refers to integrating the concept of gender equality into the existing approaches rather than looking at the ongoing development from a gender equality management perspective. A clear example of such argument can be given on the ongoing changes within the MENA region where gender equality management was examined in this PhD. The Middle East is undergoing major changes which will affect public policies and socio-political discourses which will reflect on how gender equality will be perceived, practiced and managed. Therefore, gender equality ongoing development by the UN country offices within such major changes should be considered to achieve the desired international development.

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